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12 March 2009

Mrs June Kershaw  
Headteacher  
Woodcot Primary School  
Tukes Avenue  
Bridgemarky  
Gosport  
PO13 0SG

Dear Mrs Kershaw

Special measures: monitoring inspection of Woodcot Primary School

Following my visit to your school on 4 March 2009, I write on behalf of Her Majesty's Chief Inspector to confirm the inspection findings.

The visit was the fourth monitoring inspection since the school became subject to special measures in September 2007. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – satisfactory

Progress since previous monitoring inspection – good

This letter and monitoring inspection report will be posted on the Ofsted website.

I am copying this letter and the monitoring inspection report to the Secretary of State, the chair of governors and the Director of Children's Services for Hampshire.

Yours sincerely

John Seal  
Her Majesty's Inspector

Special measures: monitoring of Woodcot Primary School

Report from the fourth monitoring inspection on 4 March 2009

## Evidence

The inspector observed the school's work; scrutinised documents; and met with the headteacher, the senior management team, the chair of governors, pupils in their classes, and representatives from the local authority (LA).

## Context

There has been a change of teacher in the Year 3 class since the last inspection. The deputy headteacher is temporarily spending more teaching time with the Year 4 class.

## Achievement and standards

The school's accurate assessment information and work seen during the inspection indicates that many pupils in the Reception class and Key Stage 1 are making good progress in their reading, writing and mathematics. Their attainment is generally in line with that expected nationally. In Key Stage 2, many pupils in Years 5 and 6 are making good progress. An increasing proportion of them are attaining standards in English and mathematics that are at least in line with nationally expected levels. As a consequence of three changes of teachers in Year 3 since September and a legacy of lost learning in Year 4, pupils' attainment in these year groups is lower. The school is addressing this effectively by accurately identifying individual pupils for additional support. This support is beginning to have a positive impact. Pupils with learning difficulties and/or disabilities are making satisfactory progress.

## Personal development and well-being

Behaviour of pupils in classes and around the school is good. There is a high level of enjoyment and a 'buzz' of excitement in many lessons. Pupils are keen to learn and their attendance is good. There are very few fixed-term exclusions. Pupils' skills required for their future economic well-being are developing well because of the increased rates of progress.

## Quality of provision

The quality of teaching has continued to improve and despite the changing of teaching arrangements in Years 3 and 4, there are a consistently high proportion of good lessons in all key stages. Assessment information is used well to match learning activities accurately to pupils' learning needs and set higher expectations. Where teaching is particularly effective, lessons are well planned, with detailed expectations of what different groups and individual pupils need to achieve. Activities are often practical and exciting and match the ability of most pupils. As a

result, many pupils are making good progress over time and during lessons. Teachers are confident in their explanations and there is a consistent approach to enabling pupils to discuss their learning with each other. This is particularly effective when teachers ask probing questions. These enable pupils to think through and discuss problems. The teachers provide timely intervention such as when pupils need clear examples of how to calculate a complex mathematical problem or improve a written phrase. Pupils are clear about their targets and what they need to do to improve further. Pupils' work is conscientiously marked, with regular feedback and corrections. Learning support assistants are well deployed and add value to pupils' learning through their attentive questions and support. In the few cases of satisfactory teaching, pupils are sometimes left for too long before the teacher intervenes with a guiding comment or direct teaching point. On these occasions, pupils' progress slows down. Pupils with learning difficulties and or disabilities make at least satisfactory progress during lessons because of the focused and well-planned support and relevant individual plans.

The curriculum continues to meet the needs of the pupils well. There is an appropriate emphasis on developing well-planned activities which are practical and relevant. The curriculum for English and mathematics is securely planned across all key stages, which provides effective continuity and structure. There are more opportunities for many pupils to learn through first-hand experiences which link different subjects.

### Leadership and management

The headteacher and leadership team are well focused on the school's priorities for improvement. The rate of improvement across the school is increasing. The detailed and thorough systems for pupil assessment and tracking support a whole-school approach to ensuring that all pupils make as much progress as they can. There are rigorous lesson-monitoring programmes in place which are well documented and provide clear improvement points for teachers. The headteacher is single-minded in striving to maintain and improve the quality of teaching and learning. As a consequence, there is a consistently high proportion of good teaching and better progress across the school. The school's improvement plan is suitable but overly detailed. It accurately identifies what the school needs to do but does not always provide clarity in what the specific outcomes of its actions for pupils should be. The leadership team are aware of this and there are appropriate plans for streamlining actions and outcomes in the very near future.

The governing body is an effective and challenging group who know the school well. Individual governors are now paying focused visits to the school during lessons and there are regular reports to them from subject leaders.

Progress since the last visit on the areas for improvement:

- improve the pupils' achievement, particularly in English and mathematics, by raising teachers' expectations – satisfactory

- improve the use of tracking and assessment to set more challenging work – good
- improve the quality and rigour of monitoring and evaluation at all levels so that improvement is more rapid and sustained – good
- ensure the curriculum meets the needs of all groups of pupils, particularly in English and mathematics – satisfactory

### External support

The LA continues to provide effective support through the regular visits of the district manager, School Improvement Partner and specialist advisers for English and mathematics. The governing body receives helpful and supportive guidance through training and advice. The school has a productive and equitable partnership with the LA to define and refine the levels of advice, support and training it receives.

