

Tribal Group  
1-4 Portland  
Square  
Bristol  
BS2 8RR

enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

5 March 2009

Mr A Squires  
The Headteacher  
Woodstock Primary School  
Hattern Avenue  
Leicester  
Leicestershire  
LE4 2GZ

Dear Mr Squires

### Ofsted monitoring of Grade 3 schools

Thank you for the help which you, your staff and the chair of governors gave when I inspected your school on 25 February, for the time you gave to our phone discussions, and for the information which you provided before and during my visit.

As a result of the inspection on 20 and 21 February 2008, the school was asked to:

- raise standards by shortening the introductions of lessons and ensuring that all pupils, particularly the more able, are set to work on their tasks quicker
- improve the quality of teaching by providing more opportunities for the good practice seen in some lessons to be shared
- ensure that all target setting and marking always help pupils to know exactly what it is that they need to do to take that next step in learning
- work together with the education welfare officer and parents to improve attendance.

Having considered all the evidence, I am of the opinion that at this time the school is making satisfactory progress in addressing the issues for improvement and in raising the pupils' achievements.

Standards and achievement are beginning to rise because the overall quality of teaching and learning are improving. Improvement has been achieved due to the effective support of the local authority consultants and consultant headteacher, as well as the sharing of good practice within the school through peer observations and staff led development training. Effective monitoring has identified whole school training issues as well as individual professional development needs and staff have responded well to the training provided. The headteacher has an accurate view of the quality of teaching across the school and a good understanding of its strengths and areas for development. The school's monitoring indicates that the quality of teaching and pupils' progress has improved since the last inspection. The teaching

observed during this visit included a number of good or better lessons. However, the inspector's overall judgement for the quality of teaching and learning throughout the school matches the headteacher's evaluation, and is satisfactory.

In most lessons, there is now an appropriate balance between whole-class teaching in introductory sessions and independent activities. This is successfully moving learning on at a brisker pace and ensuring that all pupils are set to work on their independent tasks more quickly. Additionally, teachers' planning identifies different tasks and outcomes for groups of pupils including the more able and this is ensuring that these pupils are making better progress since the last inspection. Pupils are generally enthusiastic in lessons. Relationships and behaviour are consistently good. In the majority of lessons pupils work hard, display positive attitudes to learning, and enjoy the improved opportunities to work independently and make decisions. The school is beginning to build a consistent, regular and reliable teaching team to deliver improved quality lessons.

Through the rigorous implementation and monitoring of the school's teaching and learning policy, all pupils are set clear targets in English and mathematics which describe new skills and knowledge to be learned and the levels of attainment that pupils should be aiming to achieve. Group targets are clearly displayed on all classroom walls and pupils know what they are and what has to be done to achieve them. Pupils also know their personal targets and say how much they appreciate these and that they are now much clearer about the next steps in their learning. A revised marking policy is helping to ensure that most pupils receive suitable feedback on their work and guidance about how to improve, although there are some inconsistencies from class to class. In some classes, pupils are beginning to benefit from assessing their own and others' work so that they are beginning to understand better how to support their own and each other's learning. Some of their comments are already very perceptive. This is also contributing effectively to pupils' personal development.

Highly effective and robust systems to monitor attendance are having an excellent impact on attendance, although it continues to remain slightly below the national average for primary schools. The school is successfully working in partnership with parents, the education welfare officer and family link worker to improve attendance further. The introduction of the walking bus for an identified group of vulnerable pupils has been particularly successful in improving their motivation to attend regularly and in developing positive attitudes to their learning through improved self-esteem.

I hope that you have found the visit helpful in promoting improvement in your school.

Yours sincerely

Dorothy Bathgate  
Her Majesty's Inspector