

# Woodcroft Primary School

## Inspection report

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<b>Unique Reference Number</b>	135529
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	343813
<b>Inspection dates</b>	19–20 May 2010
<b>Reporting inspector</b>	Christopher Grove

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	178
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Joy Painting
<b>Headteacher</b>	Amanda Sadler
<b>Date of previous school inspection</b>	19 May 2010
<b>School address</b>	35 Woodcroft Lane Waterlooville PO8 9QG
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## Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 10 lessons taught by nine teachers. Meetings were held with pupils, governors and staff. Inspectors observed the school's work, and looked at analyses of pupils' attainment and progress, records of governing body meetings, the school's development planning and documents relating to monitoring, safeguarding and the curriculum. Inspectors analysed inspection questionnaires returned by 89 parents and carers, and questionnaires completed by staff and a large sample of pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how effectively school leaders identify weaknesses in pupils' academic outcomes and provision, and focus on the priorities for improvement
- the extent to which teaching and the curriculum in all key stages offer sufficient challenge to ensure satisfactory achievement by all groups of pupils, especially in writing
- the extent to which the quality of care, guidance and support leads to at least satisfactory personal outcomes for pupils
- how well the school promotes community cohesion at all levels between different religious, ethnic and socio-economic groups.

On the second day of the inspection, the headteacher closed the school to pupils because interruption to the local electricity supply had resulted in a lack of power, so that the alarm system was not working.

## Information about the school

Woodcroft School is smaller than the average primary school. It was opened in April 2009, under the leadership of a new headteacher, following the amalgamation of an infant and a junior school. The school has had to move twice between buildings, as the new school was being constructed. The second move took place in April 2010.

Almost all pupils are from White British backgrounds. The proportion of pupils who are known to be eligible for free school meals is well above average. The proportion of pupils with special educational needs and/or disabilities, principally moderate learning difficulties, is high. The school provides a nurture group for those pupils who may need additional emotional support. There is a pre-school on the site which is not managed by the governing body. The school holds the Healthy Schools award.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**4**

**The school's capacity for sustained improvement**

**3**

### Main findings

In accordance with Section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to pupils' achievement, the quality of teaching and the curriculum.

The headteacher has promoted a strong team spirit and a positive school ethos has been established. All members of staff who returned the questionnaire agreed that they know what they are trying to achieve as a school. Most also felt proud of the school. Most pupils who completed the questionnaire agreed that the adults cared about them. Similarly, most parents and carers are pleased with their children's experience at school. Pupils' personal development is satisfactory, as a result of the satisfactory quality of care and support they receive. Attentiveness in lessons and behaviour around the school are also satisfactory. However, pupils' attainment in national tests at the end of Years 2 and 6 in 2009 was significantly below average, in reading, mathematics and especially in writing. Their current attainment in all years remains well below average. Achievement is inadequate because not all pupils make satisfactory progress relative to their starting points. However, current assessment information indicates that rates of progress are improving in some year groups.

Inadequate achievement results from weaknesses in teaching. Expectations have not been set high enough. The tasks set for pupils are not consistently well matched to their needs so as to provide appropriate challenge. The pace of lessons is not consistently engaging. There are also weaknesses in teachers' use of assessment, including marking and target setting, and in checking pupils' understanding, for example, through effective questioning. Furthermore, the curriculum does not provide activities that are sufficiently engaging and motivating for pupils

School leaders and the governing body have a confident vision for the school and demonstrate a clear understanding of present difficulties. Self-evaluation is accurate, and has pinpointed important weaknesses in provision and outcomes. For instance, weaknesses in the quality of teaching have been clearly diagnosed, and appropriate action has been taken. This is beginning to bring about some improvement, although more remains to be done to ensure that pupils make at least satisfactory progress. School development planning and systems to track pupils' progress are of good quality. As a result of actions taken, attainment is beginning to rise. This reflects the school's satisfactory capacity to sustain further improvement.

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## What does the school need to do to improve further?

- Accelerate the progress of all pupils in reading and mathematics, and especially in writing, by:
  - setting higher expectations for all pupils
  - improving planning for lessons to ensure a closer match of appropriate tasks to different groups of pupils
  - setting a consistently good pace to learning in lessons.
- Improve teachers' use of assessment by:
  - ensuring that marking more regularly indicates the next steps in pupils' learning
  - making more consistent use of learning targets in order to increase rates of progress
  - using questions more effectively to gauge the extent of pupils' understanding.
- Develop the curriculum with the aim of improving its relevance to pupils in order to sustain their interest and heighten their motivation to learn.

## Outcomes for individuals and groups of pupils

4

Attainment on entry is well below average. Children make satisfactory progress in the Reception class, but enter Year 1 with attainment that remains well below average. Overall attainment at the end of both Year 2 and Year 6 was significantly below average in 2009, though higher in mathematics than in English in Year 6. These national tests were conducted soon after the school first opened. However, pupils' current attainment is also well below average, particularly in writing, and poor progress over time has resulted in inadequate achievement

The positive work of school leaders to improve teaching was reflected in lessons seen. In Year 2, for instance, pupils' mathematical understanding progressed well because they were confident about the tasks that required them to apply their arithmetic skills to solve word problems. In another instance, pupils in Year 5 made satisfactory progress in learning to write a persuasive letter following effective preparation and clear criteria for successful work. Nevertheless, the overall levels of expectation remain too low to ensure adequate progress across the school.

Pupils' attitudes and behaviour are satisfactory. Action taken by the school, in association with local authority services, has had a positive impact, but some pupils continue to experience difficulty with concentration and perseverance. A minority of pupils and parents express concerns about pupils' behaviour, but inspectors did not find evidence of unacceptable behaviour during the inspection.

Most parents believe that the school keeps their children safe, though a minority of pupils disagree. One issue is the poor quality of the new playground surface. The school has done much to address pupils' feelings about safety in the light of earlier concerns about bullying and the ongoing demolition work on site. There are now clear channels for pupils to report any bullying, and school staff have allayed pupils' concerns about

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heavy vehicles on the site. Most pupils say that the school helps them to adopt healthy lifestyles. In addition to two hours weekly of physical education, small games equipment is available at playtimes and there are several extra-curricular sports clubs.

Pupils make satisfactory contributions to the community through the school council and charitable fund-raising. Although pupils' moral, social and cultural development is satisfactory, insufficient opportunity for reflection, for instance in assemblies, limits their spiritual development. Low attainment in literacy and numeracy means that too many pupils are not well enough prepared for secondary school. Attendance has improved, and is broadly average.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>4</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
<b>The extent to which pupils feel safe</b>	<b>3</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>4</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

### How effective is the provision?

Lessons are purposeful with clear learning objectives and criteria for successful work. However, expectations about work rates and about the quality of pupils' presentation in exercise books are not always high enough. Teachers too often set the same task for the broad span of abilities, without sufficient modification for lower-attaining pupils or extension for the more-able. On occasions, some pupils, mostly boys, lose concentration

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<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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because the pace of learning does not sustain their interest.

Teachers' marking does not consistently point out what pupils could do to improve their work. Opportunities are also sometimes missed to refer pupils to their targets, for example when they undertake a writing task. In addition, teachers do not always check how far pupils have understood their learning in lessons. A good example was seen, however, when one teacher spent time assessing how well pupils understood that words such as 'take away' and 'subtract' have the same meaning.

The curriculum is inadequate because of shortcomings in meeting pupils' interests and needs. Having recognised this the school is undertaking an audit of current provision, in preparation for improvement. This has highlighted shortcomings in the quality of planning, and in opportunities for practical learning and establishing links between subjects, especially in Years 3 to 6. However, lessons in personal, social and health education and 'circle time' provide satisfactory support for pupils' learning about safety and health issues. French has been successfully introduced for pupils from Year 3. The range and uptake of extra-curricular activities are satisfactory and include sports, gardening, a choir and various pastimes.

The pastoral care for pupils is satisfactory, with some good features. The special educational needs coordinator, teaching assistants and the home-school link worker cooperate well in supporting the high proportion of potentially vulnerable pupils and those with learning needs. The school engages well with local authority services to promote pupils' welfare. The school has previously run a nurture group to support needy pupils, but in the absence of the leader, the group is not currently running.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>4</b>
Taking into account: The use of assessment to support learning	4
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>4</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

## **How effective are leadership and management?**

Leaders communicate a positive drive for improvement which is supported well by the good team spirit. Accurate self-evaluation has brought about improvements to pupils' attendance and is beginning to have an impact on improving teaching, though more remains to be achieved. The governing body works closely with leaders; governors are ambitious for the school and determined to secure improvement. The governing body fully meets its statutory obligations, including requirements for child protection and safeguarding, and has offered satisfactory challenge with regard to pupils' progress and achievement.

The effectiveness of partnerships is satisfactory. Links with local authority services

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provide good support for potentially vulnerable pupils and those who have learning needs. However, the partnerships with other providers to enhance the curriculum are not yet well developed or evaluated. Although leaders promote equal opportunities, and provide good support for the high numbers of needy pupils, underperformance by all groups of pupils means that this is not better than satisfactory.

Leaders have assessed the school's provision for community cohesion, and have written an action plan to address the issue at all levels. This is being implemented, but has yet to be evaluated. School leaders recognise that contributions at the national and global levels of community cohesion, including work to develop pupils' understanding of the diverse nature of British society, are not yet well developed.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>4</b>

## Early Years Foundation Stage

Inspectors mainly observed play activities on the first day of the inspection. Observations of teacher-led activities on the second day were not possible, owing to the unexpected closure of the school. Children settle well into school life. Relationships between teachers and children are good. The atmosphere is orderly and purposeful. Children show positive attitudes, and enjoy the activities on offer. They play satisfactorily alongside and with one another as they engage in learning indoors and outside. The adults have set clear expectations for children's behaviour, and as a result, this is consistently at least satisfactory.

The quality of teaching is satisfactory. The teacher and the assistants have created a positive atmosphere for learning and offer good encouragement for the development of



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children's speaking and listening skills. The teacher and the assistants support children's learning well, but do not always quickly re-engage the attention of children, mainly boys, if they become distracted. A range of purposeful activities is available, which are carefully explained to the children. The curriculum also provides a wide range of opportunities to promote children's initiative in their learning. The indoor areas are well organised, but the outside area has limited space for the variety of available activities. Although children have good opportunities for role play which contribute positively to the development of their language skills, activities such as riding bicycles are restricted. The engagement with parents is good. The 'learning journals' ensure effective communication between home and school. They are well maintained by the teacher and the assistants, and illustrate children's learning and progress well. The parents of children in the Reception class are positive about their experience of school in their questionnaire responses. This is well exemplified by the person who wrote, 'We are very pleased with the teaching and support staff in Year R and feel that our daughter is very well looked after.'

The leader of the Early Years Foundation Stage has made a good start to the improvement of provision. Following careful review, the 'Letters and Sounds' programme has been introduced to provide a structured approach to the development of children's skills in reading and writing. As a result of careful monitoring, greater stress is now also laid on the development of early calculation skills.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

**Views of parents and carers**

The large majority of parents and carers have positive views about the school. Most feel that their child enjoys school. They believe that their child's needs are met and that the school keeps their child safe and supports healthy lifestyles. Inspectors agree with these judgements. Most parents and carers think that their child is making enough progress, and feel informed about their progress. However, inspectors judge that pupils' overall progress is inadequate. Most agree that teaching is good. In view of pupils' inadequate progress, inspectors judge that the effectiveness of teaching is inadequate, although the school is beginning to address this.

Most consider that the school is well led. Inspectors judge that the school's leadership and management are satisfactory. Although the large majority believe that the school deals effectively with unacceptable behaviour, a small minority disagree. Inspectors

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judge that pupils' behaviour is mostly satisfactory.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Woodcroft Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 89 completed questionnaires by the end of the on-site inspection. In total, there are 178 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	29	54	61	8	9	1	1
The school keeps my child safe	23	26	54	61	10	11	1	1
The school informs me about my child's progress	16	18	56	63	15	17	1	1
My child is making enough progress at this school	25	28	50	56	12	13	1	1
The teaching is good at this school	29	33	50	56	6	7	0	0
The school helps me to support my child's learning	24	27	51	57	12	13	0	0
The school helps my child to have a healthy lifestyle	23	26	58	65	6	7	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	15	17	60	67	9	10	0	0
The school meets my child's particular needs	19	21	56	63	10	11	2	2
The school deals effectively with unacceptable behaviour	9	10	49	55	22	25	6	7
The school takes account of my suggestions and concerns	13	15	51	57	22	25	1	1
The school is led and managed effectively	17	19	52	58	12	13	7	8
Overall, I am happy with my child's experience at this school	22	25	53	60	9	10	5	6

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



21 May 2010

Dear Pupils

Inspection of Woodcroft Primary School, Lovedean PO8 9QD

We would like to thank all of you for your help during the inspection. We enjoyed seeing you in your classrooms and talking to you at playtimes and lunchtimes. We especially thank those of you who filled in the pupils' questionnaire.

These are some of the positive things about your school

- Most of you enjoy school, and have satisfactory attitudes and behaviour.
- All the adults in the school take care of you.
- You settle into school quickly, and make satisfactory progress in Reception.
- You understand healthy living and the majority of you feel safe in school.
- Most of your parents are pleased with the school.

However, your school is not yet as good as it needs to be, and you are not all making the progress you should. We have therefore given your school a 'notice to improve' and it will be given special help to see that it does. Other inspectors will do more checks in the future to see that things are getting better.

What your school needs to do now

- Ensure better progress in reading, mathematics, and especially in writing, by:
  - making sure that teachers expect more of you
  - setting tasks that are suitably challenging for different pupils
  - keeping the pace going in lessons so you stay interested in learning.
- Help you to understand more about what you can do to improve through:
  - marking that points out the next steps in your learning
  - better use of your learning targets
  - better use of questions to see how well you understand.
- Develop the curriculum so that you find work more interesting and are keener to learn.

You can all help too by working hard and taking advantage of the improvements that your school will be making. We wish you every success in the future.

Yours sincerely

Chris Grove

Lead Inspector

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