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21 April 2010

Mr Patrick Mullins
Woodstone Community Primary School
Heather Lane
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Leicestershire
LE67 2AH

Dear Mr Mullins

Ofsted monitoring of Grade 3 schools

Thank you for the help which you and your staff gave when I inspected your school on Tuesday 20 April 2010. I appreciate the time you gave to our phone discussion and for the information which you provided during my visit, given the very short time available for preparation due to the interviews to appoint a new deputy headteacher. Please pass on my thanks to the Chair of the Governing Body and the School Improvement Adviser for attending the feedback at short notice.

Since the school's last inspection in May 2008, turbulence in staffing and high inward pupil mobility have stabilised. The current deputy headteacher is moving on to headship in September 2010 and the governing body has successfully appointed a successor.

As a result of the inspection, the school was asked to:

- raise standards in science by placing greater emphasis on scientific enquiry
- achieve greater consistency in teachers' use of assessment information ensuring that all pupils receive work matching their capabilities
- provide more opportunities for pupils to apply their literacy and numeracy skills in other subjects.

Having considered all the evidence I am of the opinion that at this time the school has made:

good progress in making improvements

and

good progress in demonstrating a better capacity for sustained improvement.



Pupils' achievement has risen significantly since the school's last inspection. In 2008, standards in English, mathematics and science dipped to the lowest point in the school's five-year history; pupils had been making insufficient progress over time. The complete reverse was achieved in 2009 when pupils' performance in the national tests exceeded expectation and the above average standards achieved by Year 6 pupils were the best ever. This year, the school's robust assessment information indicates that this significant upturn has been sustained and standards are set to rise still further in English.

The headteacher and deputy have established rigorous and effective systems for monitoring and tracking pupils' progress. These are used diligently by all staff to set challenging targets for all pupils. Regular progress meetings provide the forum for senior leaders and class teachers to discuss the progress of individuals and groups. Any static or slow movers are identified and provided with a bespoke intervention programme to boost their learning and get them back on track. Staff are accountable for the progress that their pupils make.

In every lesson seen, pupils demonstrated good attitudes and dispositions to learning. They work productively and with sustained interest. Many are proud of their achievements. Pupils' responses to questions about their work confirm this sense of pride which extends to the good quality and presentation of their written work where care and attention to detail is evident. These characteristics of good learning are promoted through:

- innovative curriculum design that links subjects and provides regular opportunities for pupils to use and apply their literacy and numeracy skills
- themes for study that capture pupils' interest and incorporate visits, visitors and special launch days to motivate and inspire learners
- confident teaching that is at least satisfactory and frequently good
- improved precision in assessing pupils' progress in English and mathematics through teachers' use of national guidance leading to greater accuracy in pitching pupils' work at the right level
- clear direction from senior leaders to secure high achievement for all.

The school is rapidly gaining momentum in raising achievement; pupils are now making progress worthy of their capabilities. There are regular opportunities for pupils to test ideas in science and anticipate outcomes. However, these activities are generally steered by teachers and do not always capitalise on the unexpected or provide open-ended opportunities for exploration and experimentation. Teachers are proficient in matching the work to pupils' needs and abilities in English and mathematics but this is not yet the case in other subjects. Self-evaluation is accurate, underpinned by systematic monitoring of the school's work. The local authority provides only standard support to the school because it has confidence in the school's good capacity for sustained improvement. This concurs with these inspection findings.

I hope that you have found the visit helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Linda Killman
Her Majesty's Inspector

Once the school has had 24 hours to report any factual inaccuracies, the post-visit letter is copied as appropriate to the following:

- Appropriate authority - chair of governors/Interim Executive Board
- Local authority – except for academies
- For the Secretary of State use the following email address:
CausingConcern.schools@dcsf.gsi.gov.uk)
- Contractor providing support services on behalf of the local authority - where appropriate
- Diocese – for voluntary aided and voluntary controlled schools