

# Woodstock Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	123118
<b>Local Authority</b>	Oxfordshire
<b>Inspection number</b>	314504
<b>Inspection dates</b>	9–10 September 2008
<b>Reporting inspector</b>	Keith Williams

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	214
Government funded early education provision for children aged 3 to the end of the EYFS	55
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Darrell Marchand
<b>Headteacher</b>	Mrs Lisa Slater
<b>Date of previous school inspection</b>	13 June 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Shipton Road Woodstock OX20 1LL
<b>Telephone number</b>	01993 812209
<b>Fax number</b>	01993 812562

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<b>Age group</b>	3–11
<b>Inspection dates</b>	9–10 September 2008
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

The large majority of pupils at this average size school are from White British backgrounds and the proportion learning English as an additional language is below average. Fewer pupils are identified with learning difficulties than in most schools and very few are eligible for free school meals. The school has the Healthy Schools, Eco-schools and Activemark awards and hosts a privately run playgroup, which was inspected earlier this year. The headteacher was appointed in September 2006 and has since been joined by a newly appointed deputy headteacher.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school in which pupils make good progress academically and in their personal development. The vast majority of parents are pleased with what the school offers and many highlight the improvements secured in recent years. Comments such as, 'The school is gradually being transformed' and, 'There is a clear direction, lots of opportunities have been opened up to the children' are typical of their views.

A significant area of improvement is in the standards reached by pupils, which are higher than at the time of the last inspection. This is because the staff, under the excellent guidance of the headteacher, have worked tirelessly and successfully to identify and tackle areas for improvement. Challenging targets are set, and every effort is made to ensure they are met. The work has been widespread, although much of it has focused on raising standards in mathematics and writing, and providing increased challenge for those capable of reaching the higher levels. Their success has been most marked in Key Stage 2 so that, by the end of Year 6, standards are above average. This is reflected in consistently improving national test results for pupils in Year 6 in recent years. Taking account of pupils' starting points, this represents a good level of achievement. Improvement in Key Stage 1 has been slower and, here, most pupils make satisfactory progress. Taken overall, standards at Year 2 are broadly average. They are above average in reading. Although the results of the national assessments in Year 2 fell slightly in 2007, more pupils reached the expected levels in 2008, and there was good improvement in writing. Accelerating pupils' progress continues, rightly, to be a priority for the school, and plans are well in hand.

Good teaching has been a key factor in raising standards. Planning is very precise about what pupils are expected to learn. A good level of challenge is provided for more able pupils and sensitive support is given to those who need it. Pupils appreciate the efforts made by teachers to make lessons fun. Staff provide a good range of opportunities for pupils to write for different audiences and purposes, and improved links between subjects have contributed to the rising standards. The school recognises that there is still more to do and is focusing, for example, on developing a more systematic approach to the teaching of spelling. Marking is of good quality and provides pupils with detailed feedback. A comprehensive system of target setting ensures that pupils are very clear about how well they are doing and how they might improve. In addition, pupils reflect astutely on their own learning and older pupils, in particular, enjoy evaluating their work and that of their classmates.

Academic improvement has not been at the expense of pupils' all-round development. Every step is taken to ensure that all pupils, whatever their background, are included fully in school life, and there is an exceptionally strong sense of community spirit. Beyond the school, pupils are closely involved in local community events and, further afield, links with a school in Israel contribute to their understanding of global citizenship. Behaviour has improved since the last inspection, considerably so in Key Stage 2, although a few pupils in Key Stage 1 become restless when asked to sit and listen. As they move through the school, pupils develop into mature and well-motivated learners. Their high levels of enjoyment are reflected in attendance levels that are well above the national rate.

The headteacher, well supported by the deputy headteacher and governors, has established excellent systems to enable them to evaluate the school's work. As a result, they have a very

clear idea of what still needs to improve and how this will be achieved. Their track record shows they are well placed to succeed.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Children in the Early Years Foundation Stage (EYFS) come into school with skills that are at the level expected for their age. They achieve well and make good progress because of the good support they receive, which means they learn and develop at a good pace. Progress is particularly brisk in their personal, social and emotional development. As a result, children behave well, become increasingly independent and confident and thrive in the supportive environment. A careful check is kept on their learning and new activities are planned accordingly. There is a good balance between the activities led by adults and opportunities for children to choose for themselves. Occasionally, there are missed opportunities to provide more structure to the activities that are selected by the children, which limits their usefulness for assessment purposes. Nursery and Reception are well resourced and indoor and outdoor areas contribute well to children's learning. Children in F1 (Reception), for example, took great delight in learning letter sounds by 'making silly soup' in their classroom, but were equally enthusiastic when they moved outside to explore. Good leadership ensures that the provision is evaluated thoughtfully to enable it to improve further. By the time children move into Year 1, many have achieved the goals expected of them and some have exceeded them.

### **What the school should do to improve further**

- Accelerate pupils' progress in Key Stage 1.
- Raise standards in writing, particularly in spelling.

## **Achievement and standards**

### **Grade: 2**

From broadly average starting points, pupils achieve well to reach above average standards by the end of Year 6. Standards are rising consistently, particularly in Key Stage 2, and the progress made by pupils is accelerating. Within this positive picture, there is some variation. Children in the EYFS make good progress. Progress in Key Stage 1, although improving, is satisfactory overall. Standards are rising, and the school is rightly determined that this should continue. Progress accelerates in Key Stage 2. This is reflected in the national test results for Year 6 pupils. In 2007, the progress made by these pupils, since they were in Year 2, was amongst the top ten per cent found nationally. Improvement continued in 2008 when, although the results are not yet validated, all pupils reached the expected Level 4 and a good proportion reached Level 5, particularly in science. Efforts to raise writing standards are bearing fruit. The gap between girls' and boys' writing is closing but this remains a priority for the school, and plans are well in hand to improve spelling. There is no significant difference in the progress made by pupils of different background or ability.

## **Personal development and well-being**

### **Grade: 2**

Inspectors agree with the views of one parent who said, 'The school has an excellent sense of community.' This is due in no small part to pupils' positive attitudes to their work and towards each other, and their good, and sometimes excellent, behaviour. Occasionally, in Key Stage 1, a few pupils find it difficult to conform and have to be reminded to pay attention. This sometimes

slows the progress they make. Pupils understand the importance of leading healthy lives, and they participate enthusiastically in physical education (PE) and other sporting activities. In a PE lesson in Year 6, for example, pupils' attitudes and behaviour were outstanding and this contributed significantly to their progress. Pupils know how to keep themselves free from harm, and how to stay safe. Their enthusiasm for activities and clubs outside of lessons is reflected in the high turn-out for each activity. Pupils make a considerable contribution to the life of the school and the wider community, for example, by helping in the school office and being a central part of local events and celebrations. They are developing good basic skills, which prepares them well for their future working lives. They thoroughly enjoy the many excellent opportunities to develop their enterprise skills.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Improved teaching has contributed significantly to the rising standards and to making school so enjoyable for pupils. Planning is detailed and provides a very sharp focus on what pupils are expected to learn. These intentions are explained clearly at the beginning of lessons, and teachers help pupils to reflect on how they have done at the end. Coupled with a comprehensive approach to setting targets and good quality written feedback, this means that most pupils have a very clear knowledge of their learning. Lessons invariably run smoothly; relationships are very positive and teachers have high expectations of themselves and their pupils. Occasionally, progress in Key Stage 1 slows when too much time has to be spent on ensuring that pupils are listening and concentrating. Outstanding teaching was seen in Years 4 and 6. Here, teachers were very knowledgeable about what they were teaching, the lessons moved at a very brisk pace and challenging questioning was used to extend and assess pupils' understanding. Pupils rose to these challenges, Year 4 pupils, for example, taking great delight in finding the highest and lowest numbers they could make from a random set of digits.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum has been redesigned successfully and offers a good range of activities that contribute to pupils' high levels of enjoyment and to the rising standards. Well-thought-out links between subjects provide good opportunities for pupils to use their writing, mathematics and computer skills. Creative work in art and music is included within the curriculum, but is not as well developed as other subjects. Particularly good emphasis is given to history, with popular topics such as 'The Romans' and 'The Terrible Tudors' that capture pupils' imagination. Pupils' personal and social development is promoted very well, and there is a comprehensive range of activities, including 'circle-time' when pupils can explore issues and discuss possible scenarios and solutions. Assemblies provide good opportunities for pupils to consider how to create and sustain a trusting and cohesive ethos, and this contributes significantly to the strong sense of community. Planning and support for pupils with learning difficulties and disabilities are effective and means that they make good progress. A good range of activities outside of lessons, including clubs for cross country, fun fitness and country dancing, help pupils to maintain healthy lifestyles.

## Care, guidance and support

### Grade: 2

Many parents acknowledge that staff are caring and supportive of their children, and many pupils report that they can approach an adult in school if they have concerns or worries. Pupils also use and appreciate the 'worry box,' where they can share concerns, and know that these will be dealt with sensitively. Good procedures help keep pupils safe and secure, and transition arrangements when the children join the school or change classes are well organised. Consequently, most pupils settle quickly in their new classes and soon make good progress. Pupils have a very good understanding of how well they are doing because teachers provide helpful comments that give them a clear direction on what they should try to do next. Pupils are set clear targets for their academic and personal development and they benefit from an innovative approach to working towards targets at home.

## Leadership and management

### Grade: 2

The headteacher, deputy and governors provide strong leadership that has ensured that the right areas for development are identified and tackled ruthlessly. They have successfully galvanised a strong staff team who share their vision of continued improvement. Many staff contribute to the leadership of important aspects of the school's work, and subject co-ordinators have made a significant impact on improving their areas of responsibility, particularly in the core subjects. These roles are still developing and the school has rightly identified the need to continue to increase the influence of co-ordinators in all subjects. The outcomes of comprehensive systems to monitor lessons, check on pupils' work and evaluate test results and other assessments are used very effectively to focus the school's attention on what matters most. The leaders' clarity of thought and the setting of challenging targets are central to the school's improvement. The school is well on track to eliminate a significant budget deficit, in agreement with the local authority and with good support from the neighbouring secondary school.

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**Annex A**

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

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<sup>1</sup>Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

22 September 2008

Dear Pupils

Inspection of Woodstock Church of England Primary School, Woodstock, OX20 1LL

I am writing to thank you for the help you gave us when we visited your school recently and to let you know what we found out. You were all very friendly and we enjoyed our time in your school. Thank you to those of you who met with us to give us your views.

Many of you, and your parents, told us how much you enjoy school and that you feel you are doing well. We agree with you. Yours is a good school because Mrs Slater and the staff team make sure that your lessons are interesting, fun and challenging and they do everything they can to help you to do your best. They keep a careful check on how you are learning and make sure that those of you who need extra help get it. You play your part by behaving well, working hard at your targets and thinking carefully about how you can improve. Well done. Please keep this up because it is so important.

Many things in your school are improving. Your work is getting better and the standards you reach are getting higher. Even though yours is a good school, your staff and governors are working hard to make it even better. We agree that they should carry on helping you to improve your writing, your spelling for example, and they have good plans to make this happen. We know you will want to help by carrying on doing your best at all times. The work of pupils in Key Stage 1 is improving, too, but your teachers would like it to be even better. Please help by listening carefully to what they say, behaving well and doing your best at all times.

Thank you again for being so welcoming when we visited. We wish you good luck for the future.

Yours sincerely

Keith Williams

Lead Inspector