

Woodston Primary School

Inspection report

Unique Reference Number	110692
Local Authority	City of Peterborough
Inspection number	337550
Inspection dates	14–15 December 2009
Reporting inspector	Godfrey Bancroft

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	146
Appropriate authority	The governing body
Chair	Mr Richard Waterman
Headteacher	Mrs J Mitchell
Date of previous school inspection	0 November 2006
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited seven lessons, and held meetings with senior staff, teachers, governors, members of the community and representatives from partner schools and organisations. They observed the school's work, and looked at a range of documentation including the school improvement plan, details of professional development for staff, lesson plans, assessment and tracking information and 24 parental questionnaires.

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

- what actions is the school taking to promote higher standards in Years 1 and 2, especially in reading?
- how successfully does the school promote pupils' speaking and listening skills?
- how effectively is the governing body able to fulfil all aspects of their role?

Information about the school

The school is smaller than the majority providing for this age range. The percentage of pupils known to be eligible for a free school meal is a little above average. The percentage of pupils from a minority ethnic background, and the percentage who speak English as an additional language is broadly average. The proportion of pupils who have special educational needs is also broadly average; within this group the number who have a statement of provision for their special educational needs is above average. The school has been awarded Healthy Schools Status, Activemark and the Inclusion Charter Mark.

An independently managed nursery shares the site and there is a breakfast and after school club.

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?

2

The school's capacity for sustained improvement

2

Main findings

Woodston Primary is an effective school, providing its pupils with a good quality of education. Central to the school's work is the outstanding quality of care, guidance and support provided for all. It is highly regarded in the community for the warm welcome it provides for everyone, no matter what their background. The school nurse, who visits regularly, described the school accurately as like, 'one caring family'. The headteacher sets the tone for this success, with the care she extends to all her staff and in the understanding she shows for the needs of every pupil. One parent, in response to the inspection questionnaire, reflected the thoughts of many by saying, 'Woodston is a very good school. I am a very happy parent with a very happy child.' Pupils also thrive academically, making good progress. Many of those who have special educational needs make exceptional progress from their various starting points. This success is largely attributable to the way in which teachers plan activities that capture pupils' interest, providing them with challenges that stretch them, whilst at the same time being attainable. This helps to ensure that pupils are motivated to learn well.

For the last couple of years, standards at the end of Key Stage 1 have been well below average. This year they are set to be broadly average in reading, writing and mathematics. This is much better than previous years and represents good, and in some cases excellent progress from pupils' various starting points. Other than in 2008, when they were well below average, standards in English, mathematics and science at the end of Year 6 have been broadly average. This picture is set to be maintained in 2010 and is affirmed by the school's accurate systems to track progress and by the work seen in pupils' books. Again, this represents good progress from pupils' starting points with improvements evident in all three core subjects. Those pupils currently in Year 5 are on course to attain above average standards by the time they are ready to move on.

Since its last inspection the school has reviewed its curriculum. This now meets the learning needs of each pupil well and provides them with good opportunities to undertake imaginative writing in many subjects. This is helping to raise standards in English and especially those in reading in Years 1 and 2. A concerted focus on the use of questions to extend pupils' speaking and listening skills is also having a positive impact. This is coupled with well planned opportunities for the youngest children to grasp the sounds made by letters and words. These opportunities are extended throughout the school, helping pupils to speak and spell correctly and resulting in better standards in writing. The school recognises the need to maintain the momentum in this respect and to focus on linking pupils' speaking and listening as closely as possible to their reading and writing.

The leadership and management of the headteacher and senior leaders are good, being

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successful in driving up standards and bringing about improvements in many areas. Whilst the chair and vice-chair of the governing body are knowledgeable about the work of the school and provide good support, several other governors are very new to the role and have not had time to get up to speed. As yet they are not involved sufficiently in focused visits to see the school in action, in evaluating the quality of provision or supporting school improvement.

The school's capacity for sustained improvement in the future is good. This is based on robust procedures for the headteacher and senior leaders to evaluate the quality of provision, on improvements since the last inspection and on a pattern of rising standards. For example, the school now has effective procedures for evaluating the quality of teaching and learning and this has underpinned many of the improvements that are evident.

What does the school need to do to improve further?

- Build on the rising standards and improving progress in English by:
 - ensuring that when pupils learn new words they use them in sentences, both when speaking and writing
 - creating even more opportunities for pupils to undertake sustained, independent writing in which they link together what they say, read and write.
 - Develop the role of the recently appointed members of the governing body and provide training so they:
 - are involved fully in evaluating the quality of provision
 - become confident to support school improvement
 - have regular, planned opportunities to visit school which focus on areas for continued improvement.

Outcomes for individuals and groups of pupils**2**

Pupils from all groups achieve well and enjoy their learning. Lessons are typified by pupils' willingness to do their best and by their enthusiasm for learning. This is mainly because the work set for them is often just right. Pupils who have special educational needs do particularly well, as support is readily available from an early stage and is targeted precisely at the help they need.

Pupils feel safe and are totally confident that, should they have any problems, adults will readily help to resolve them. Behaviour is excellent. Pupils work together exceptionally well and are caring, sensitive and supportive towards each other. This is based mainly on the excellent role models provided by all the staff. Pupils are tuned in well to the need to eat healthily and take regular exercise. However, a few do not apply the good advice they receive to life beyond school. The well-being of pupils who attend is enhanced by the breakfast and after school clubs. Pupils contribute well to the life of the school and to the wider community. The school council provides them with an influential

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voice and they are eager to take responsibility and to do all they can to help around the school. Pupils' understanding of, and sensitivity towards, those who come from cultures that are different to their own is also good.

Pupils are prepared effectively for the next stages of their education and the school equips them with the basic skills that will serve them well in later life. For example, the current Year 6 pupils use computers with great confidence. Evidence of pupils' good spiritual, moral, social and cultural development can be seen everywhere around the school. It is notable in the pleasure they gain from the celebration of their work and from their careful reflection in response to questions.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Excellent relationships between pupils and their teachers, the consistent recognition of pupils' efforts and the celebration of their successes help all to do well and thrive. Teachers pose 'key learning questions' so that pupils are clear about what they are expected to learn. They also involve pupils effectively in reviewing the success of their learning, which helps them to understand what they need to do to bring about further

¹ 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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improvement. Pupils' personal development is also a key feature of every lesson and this underpins their good progress. Every lesson contains a focus for pupils on 'building your learning power.' This helps to provide them with the tools of the trade needed to undertake their work, such as co-operating and supporting each other when they work in groups. Teachers promote pupils' speaking, listening and writing well. They are now looking to use pupils well developed speaking skills as a foundation to improve their writing even more. Most importantly lessons are full of activities that involve pupils in learning and working. At Woodston, in addition to listening, pupils learn through 'doing' and being fully involved.

Pupils' attainment is assessed accurately and their progress monitored closely. The school has excellent systems to track pupils' progress over time and to highlight any shortfall. These systems are easily accessible for all staff and result in a very good understanding of pupils' learning needs at all levels. The curriculum also meets pupils' needs well and is enhanced by a range of additional activities, educational visits and visitors to the school. There are strong links with the nearby Territorial Army Centre and after-school activities include football, film making, recorders and music club.

Care, guidance and support are second to none. The personal and educational needs of each pupil are well known to all staff. The support for pupils and their families is excellent. Pupils who have special educational needs benefit greatly from the skilful support of teaching assistants. Similarly, those who face personal challenges are supported superbly by the school's learning mentor. Every measure possible is taken to support any pupil, who because of their circumstances might be potentially vulnerable.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The tone for the school's excellent caring ethos is set by the headteacher. The support she provides for her staff and pupils is first class. The way in which the school ensures that everyone is treated fairly and that the slightest possibility of discrimination is eliminated is outstanding. In partnership with other senior managers the headteacher evaluates the quality of provision accurately and ensures that suitably challenging but realistic targets are set for attainment. Improvements since the last inspection are based on a range of thoughtfully introduced strategies. Not least amongst these is the way in which the quality of teaching is evaluated and actions taken are planned well to bring about sustained improvement. Opportunities for the continued professional development

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of all staff are good.

The school engages exceptionally well with parents and carers, doing all it can to support them and their children's learning. The quality of work with partner providers, for the benefit of all, is also outstanding. This includes strong links with the police, health service and other schools, including the nearby special school.

Governors fulfil their statutory duties. Their work to promote community cohesion is good, resulting in a range of procedures and events that underpin pupils' understanding of how they can contribute to their own and to the wider community. Arrangements to ensure that pupils are kept safe are excellent. Governors hold their school in high regard and are great advocates for its work, particularly the chair and vice-chair. Several governors are new to the role and have not had long enough to find their feet. This problem is recognised and training opportunities will soon be in place. The day to day running of the school is excellent and is based on the very effective support provided for the senior management team by the top quality office staff. The school provides good value for money. This is because pupils do well and resources to support their learning are used wisely.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

For several years attainment on entry to the Reception class as been well below that expected. The present group were below average when they started. However, they have made at least good progress in all areas of their learning, and outstanding progress in their personal, social and emotional development and communication,

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language and literacy. This is because staff have wisely focused on these crucial areas of learning. The result is that children play and work together well. Many are becoming increasingly independent and sustain their enthusiasm and interest in activities for substantial amounts of time. They are on course to attain the levels expected of them by the time they start Year 1.

Activities are planned effectively to ensure that children have opportunities to move forward in all areas of their learning. Children's progress is measured with great care. Consequently, staff are well placed to plan the next steps in children's learning and to meet their needs well. Staff also respond quickly if any child shows the slightest sign of falling behind. There is a good balance between activities that are directly supervised by adults and those in which children can choose what they do for themselves. In terms of their communication skills many children are moving on in leaps and bounds. They are eager to chat about their work and explain what they are doing. They also respond thoughtfully to the questions posed by adults. This is because staff are particularly skilful at encouraging children to speak and at teaching them the sounds made by letters and words. That said, opportunities to involve children in discussing what they have learned from an activity are sometimes missed.

Leadership and management of the Early Years Foundation Stage are good and every measure is taken to ensure that children are safe and secure. The outdoor area, adjacent to the classroom, is used effectively to extend children's opportunities for learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers have positive views of the school. The inspection questionnaire for parents and carers did not generate any significant negative responses. 100% of the parents and carers who responded said that, overall, they are happy with their child's experience at the school. Parents and carers particularly value the support they receive from the headteacher. Inspectors feel these positive views are perfectly justified.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Woodston 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 24 completed questionnaires by the end of the on-site inspection. In total, there are 146 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	13	57	10	43	0	0	0	0
The school keeps my child safe	14	61	9	39	0	0	0	0
The school informs me about my child's progress	10	43	12	52	1	4	0	0
My child is making enough progress at this school	6	26	15	65	0	0	0	0
The teaching is good at this school	11	48	11	48	0	0	0	0
The school helps me to support my child's learning	10	43	11	48	1	4	0	0
The school helps my child to have a healthy lifestyle	8	35	15	65	0	0	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)	3	13	18	78	1	4	0	0
The school meets my child's particular needs	7	30	16	70	0	0	0	0
The school deals effectively with unacceptable behaviour	9	39	13	57	0	0	0	0
The school takes account of my suggestions and concerns	7	30	16	70	0	0	0	0
The school is led and managed effectively	12	55	10	45	0	0	0	0
Overall, I am happy with my child's experience at this school	12	55	11	48	0	0	0	0

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 inspected between September 2007 and July 2008

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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:	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. ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



15 December 2009

Dear Pupils

Inspection of Woodston Primary School, Peterborough PE2 9ER

Firstly I must thank you for your kindness and help when I visited recently to inspect your school. You and your parents and carers are rightly proud of your school. It is undoubtedly a good school.

I was very impressed by the ways in which you work hard during lessons and so clearly enjoy being at Woodston Primary. You all make good progress and those of you who sometimes find learning especially difficult do particularly well. This is partly because you have great trust in all the adults to make sure you are safe and they care for you very well. Your teachers also make learning enjoyable and your lessons interesting. They are particularly skilful at ensuring that the work they set for you is pitched at just the right level and this helps you to do well.

Above all you have a headteacher, who makes sure that everything is working well and that you and the adults who help have all you need to work to the best of your ability. Mrs Mitchell, the staff and the governing body are always looking for ways to make your school even better. With this in mind I have asked them to:

Build on your already good speaking and listening skills, so that you are well placed to make sure that all the interesting things you have to say finish up on the page when you are writing.

Although you may not know, some of your school governors are new to the job. With this in mind I asked your school to give them all the help they need to gain an understanding of how well your school is working and to support it in its quest to become even better.

I am confident your school will be able to do both these things well. All the very best for the future.

Yours sincerely,

Godfrey Bancroft

Lead Inspector

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