

# Woodstock Church of England Primary School

Shipton Road, Oxford, OX20 1LL

## Inspection dates

14–15 October 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- Pupils make outstanding progress in reading, writing and mathematics. By the end of Year 6 they are achieving standards that are significantly above those achieved nationally.
- The inspirational and highly effective headteacher has had a relentless focus on improving pupils' achievement regardless of their ability.
- Senior leaders, supported by a strong and hardworking governing body, have a deep-rooted shared ambition for all pupils and have created an outstanding learning environment where all pupils can achieve their full potential.
- The school's commitment to outstanding personal development is reflected in the fact that all groups of pupils achieve equally well.
- Pupils' attitudes to learning are exemplary and this, together with their outstanding behaviour, contributes significantly to the very high standards that exist in the school.
- Outstanding teaching is characterised by well-planned, exciting and enjoyable lessons that have high expectation for all pupils. Work is well matched to the ability of the pupils to help them maximise their potential to make progress.
- School leaders and governors have an excellent understanding of the strengths and areas of development for the school.
- Excellent standards of care are a key feature in the Nursery and Reception classes and these are successfully built upon at every stage so that pupils become secure and confident learners.
- The curriculum is imaginative and engaging for the pupils. It provides outstanding opportunities to be creative and is enriched with many high quality visits and sporting events. It prepares them very well for the next stage of their education.
- Outstanding school leadership shows a clear capacity to continue to secure improvements for the future.

## Information about this inspection

- Nineteen lessons or parts of lessons were observed by inspectors and eight of these were undertaken jointly with the headteacher.
- Inspectors held meetings with the headteacher, senior leader, groups of pupils and members of the governing body. In addition, a telephone conversation took place with a representative of the local authority.
- Inspectors analysed parent feedback from Parent View (the online survey on the Ofsted website), taking into account 82 responses. The views of staff were considered through the responses to an inspection questionnaire from 27 staff.
- Inspectors looked at a wide range of the school's work, focusing on improvements in teaching, the progress and consistency of standards at the end of Year 2 and Year 6 over time, how different groups of pupils are performing and how pupils' progress is checked.
- They looked at how well pupils' books were marked by teachers.
- Inspectors listened to pupils from Year 2 and Year 6 read and talked to them about their reading habits and interests.
- A range of documents were scrutinised by inspectors, including the school's judgements on how well the school thinks it is doing, information about pupils' progress, procedures for safeguarding pupils and key areas for improvement.

## Inspection team

Bill James, Lead inspector

Additional Inspector

Stephanie Matthews

Additional Inspector

Barbara Carr

Additional Inspector

## Full report

### Information about this school

- Woodstock Church of England Primary School is an average-sized primary school that has nursery provision. Most pupils come from a White British background. The proportion of pupils from other ethnic groups is small.
- The school has mixed age groups in Years 1 and 2 and the numbers on roll are steadily rising.
- The proportions of pupils for whom English is not their first language is below average.
- The proportions of pupils known to be eligible for the pupil premium (additional funding to support pupils in care, service families and those eligible for free school meals) is below average.
- The proportion of pupils supported through school action is below average.
- The proportion of pupils at school action plus or with a statement of special educational needs is below average.
- The school does not provide or use any alternative provision for its pupils, such as teaching in other schools or specialist units.
- The school has a Nursery as well as Reception classes that make up the Early Years Foundation Stage.
- The school is undergoing a major building programme to accommodate more pupils for September 2014.
- The school meets the government's current floor target standard, which sets the minimum expectations for pupils' attainment and progress.

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

- The school leaders and governors need to continue to work together strategically in developing the school and respond to the challenges posed by its future expansion.

## Inspection judgements

### The achievement of pupils

### is outstanding

- Pupils make outstanding progress across the school. Their attainment at the end of Year 6 is significantly above the national average in reading, writing and mathematics.
- Children enter the Nursery and Reception class with the skills and knowledge normally expected at this age. They have particular strengths in literacy and mathematics. They are confident, communicate well and settle quickly as the result of very structured routines.
- These initial skills are successfully built upon and children make good and better progress in all areas of the Early Years Foundation Stage curriculum. By the end of Reception a high proportion of children are above average and are well prepared for Year 1. This is reflected in the outcomes of the Year 1 phonics (linking letters and sounds) check where pupils scored much higher than those nationally. This illustrates how well phonics has become embedded in the school as a tool to promote high attainment in reading.
- Reading is a particular strength of the school. Children read widely and enjoy the many opportunities to discuss the books they read. By the end of Year 2 the vast majority of pupils are good readers. The most able readers have extended opportunities through specialist reading programmes and successfully develop the skills required to reach the higher levels of attainment.
- A sustained focus on writing has enabled pupils to learn and develop the basic skills of grammar, punctuation and spelling. These are then systematically built upon year on year so that pupils make excellent progress in the skills that enable their writing to become technically correct.
- There is no significant difference in the current attainment of pupils who are disabled or who have special educational needs. They make the same outstanding progress as other pupils in the school. The small numbers of pupils from different ethnic backgrounds make similarly excellent progress. This is as a result of work that is tightly matched to the ability of the pupils and the quality of the support they receive in lessons.
- The school has used the pupil premium funding effectively. Extra one-to-one sessions and targeted programmes to help these pupils improve their basic skills exist in all year groups. Differences in the performance of this group of pupils as measured by average point scores in the national assessments are closing rapidly and current progress shows that this group of pupils makes the same outstanding progress as all others.
- Higher ability pupils are challenged very effectively with extension activities that provoke discussion and require pupils to use the skills they have learnt to solve problems. In mathematics, in particular, this is enabling the most able pupils to achieve the highest level.
- Pupils bring all their skills together when taking part in the mini enterprise scheme run in collaboration with local businesses. In one project, pupils used their literacy skills to market their cup cakes and their mathematics skills to work out the quantity of ingredients to buy and how much profit could be made.

### The quality of teaching

### is outstanding

- The quality of teaching is a continual focus for the school and that is one of the reasons it has become outstanding. Teachers are continually looking to improve the way they teach so that pupils can continue to reach their potential. Teachers have high expectations of pupils of all ability levels. Parents and pupils were keen to say that teaching is typically outstanding.
- Lessons are extremely well planned and structured, with interesting activities to motivate pupils and allow them to make a contribution to their own progress. Pupils respond positively to this structure. It provides them with confidence as they know exactly what is expected of them.
- Work in books shows how pupils are given increasingly difficult tasks, so that they firstly understand their learning and then are given opportunities to extend this further. This was particularly evident in a Year 5 lesson where pupils were writing a newspaper report about

possible 'Alien Frogs'.

- Teachers' subject knowledge is good and teachers identify opportunities in lessons to extend learning. Pupils know both the amount of work that they have to complete in a lesson and how good it is expected to be. They enjoy being challenged and are confident to try out new ways of doing things.
- Work is consistently well matched to the ability of the pupils. This allows individual pupils to sustain progress over a long period of time.
- Teachers share their outstanding practice with one another. There is a real collegiate approach to the development of teaching and professional development overall.
- Teachers ask challenging and probing questions that make the pupils think about their answers. Pupils respond enthusiastically to this and particularly like the opportunities they are given in lessons to discuss their work and ideas. Pupils' speaking and listening skills are above average and so this method of challenging their thinking is particularly effective.
- Teachers provide excellent feedback and marking is consistent and thorough. Pupils are given time to respond to teachers' comments and this is helping them improve and develop their learning further. This is particularly effective with the most able pupils and is especially evident in mathematics where pupils are problem solving and successfully undertaking complex calculations.
- Teachers make excellent links between subjects and plan learning so that pupils can see the relevance of their learning.
- Teaching assistants are very well trained and effectively deployed to support those pupils who need extra help during lessons and in withdrawal work. They have a high skill level and balance their support with getting the pupils to work independently. The structured support for those pupils who are disabled or have special educational needs is excellent. Pupils enjoy hard work and are keen to show the progress they have made. In one Years 1 and 2 mathematics lesson a pupil who was receiving support was very keen to demonstrate to the inspector the progress he had made and talked about how he could do things on his own.
- Assessment is used extremely effectively to inform planning and set individual targets. Pupils know their targets and work hard to achieve them.

### **The behaviour and safety of pupils are outstanding**

- Pupils' outstanding attitudes to their work are having a significant impact on the improving progress pupils are making and the rising standards they are achieving. This was evident not only in lessons but in assemblies, during discussions and in their work. Pupils were particularly keen to tell inspectors about their recent theatre visit to see Roald Dahl's *James and the Giant Peach*. Pupils of differing ages spoke not only with enthusiasm but in accurate detail about the characters involved and their relationships to one another.
- High standards of behaviour in and out of lessons are the result of very strong relationships between the members that make up the whole school community. Pupils trust each other and the adults around them. They really share in the vision of the school – 'nurture, believe, discover, achieve'. They are extremely proud of their work, as illustrated by their class celebration books.
- Pupils are extremely polite, well mannered and genuinely interested in their environment and community. They enjoy coming to school and this is evident in their above average attendance.
- They are given many and varied opportunities to take responsibility in school. These include the school council, sports leaders, playground leaders and members of the eco council. They take this responsibility very seriously and see themselves as part of the school's fabric. For example at playtimes, where the pupils have limited places to play because of the ongoing building work, the playground leaders spontaneously organised games with the younger pupils, encouraging them and taking care of them at the same time.
- Pupils say they feel very safe and secure and have an excellent understanding of how to stay safe when not in school. They have a well-developed understanding of how to stay safe on the

internet and what to do if they were ever to feel unsafe. This is supported by parents, 100% of whom agreed that their child was safe at school, when responding to the online questionnaire. One parent commented, 'The care the school provides is fantastic.'

- Pupils have a good understanding of different types of bullying. They say there is none, but if there was they would trust the adults in the school to deal with it.
- They enjoy the wide range of clubs that are on offer and enjoy the mix of sporting and creative clubs that they can take part in. They especially enjoy their visits to Blenheim Palace.

## **The leadership and management** are outstanding

- The headteacher very effectively shares her vision of continual improvement with the whole school community. She has brought together an outstanding leadership team.
- School leaders are of high quality, they are extremely ambitious for the pupils and this has been a driving force for improvement. Key to this outstanding leadership has been the continual focus on the quality of teaching.
- There are well-developed and robust monitoring procedures in place to continually improve teaching. All teachers have targets for pupil achievement that are challenging. They are reviewed regularly and are complemented by an excellent programme of professional development linked to individual teachers' needs.
- School leaders are committed to providing pupils with high-quality learning opportunities that develop not only their academic skills but their social skills as well. This is one of the reasons why pupils' social, moral, spiritual and cultural development is outstanding.
- Accurate self-evaluation by school leaders illustrates just how well they know the pupils and the staff. They have an excellent understanding of the strengths in the school and they know equally well what areas require further development and how to make improvements.
- The school has very strong partnerships with parents and the local community. These partnerships are used to provide pupils with excellent and meaningful learning opportunities. This enrichment is an excellent feature of the school, allowing pupils to take part in such events as public speaking competitions, regular visits from the Story Telling Museum and book clubs with a local bookshop.
- The school offers a curriculum that pupils enjoy. It is dynamic and exciting. It links different subjects so that pupils can use skills learned in one area and apply them in another. Computing is used well to support learning, with some particularly high-quality work taking place in Year 3 where pupils used animation to illustrate a powerpoint presentation about mini-beasts. School leaders have made good use of the money provided to support physical education. They have invested in specialist coaching, with teachers working alongside a specialist to build up their skills in a number of activities. In this way, they are effectively spreading good practice throughout the staff and building capacity for the future.
- The local authority has provided only light touch support for this very effective school and this is entirely appropriate.
- **The governance of the school:**
  - Governors work very effectively with the school and provide excellent support. They are a driving force within the annual Raising Achievement Report. In so doing, they have increased their knowledge and expertise in all aspects of school development. Governors use this knowledge well and make informed decisions about professional development for the teaching staff and salary progression. The management of teachers' performance is robust and effective. Governors carefully analyse data and monitor and challenge performance effectively. They have used the funding for the pupil premium wisely and flexibly. For example, they have used part of the funding to run a breakfast club so that pupils can come into school early to do some extra literacy work to help them catch up. Governors make sure that all statutory requirements with regard to safety are effectively met including making sure that adults working with the pupils are properly checked.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	123118
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	426610

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

<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 of pupils on the school roll</b>	254
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Karen Wiseman
<b>Headteacher</b>	Lisa Rowe
<b>Date of previous school inspection</b>	9–10 September 2008
<b>Telephone number</b>	01993 812209
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