

# Woodmansterne Primary School

## Inspection report

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<b>Unique reference number</b>	124940
<b>Local authority</b>	Surrey
<b>Inspection number</b>	381011
<b>Inspection dates</b>	22–23 February 2012
<b>Lead inspector</b>	Joy Considine

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>	375
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Debbie Christopher
<b>Headteacher</b>	Owen Rhodes
<b>Date of previous school inspection</b>	3 October 2006
<b>School address</b>	Carshalton Road Woodmansterne Surrey SM7 3HU
<b>Telephone number</b>	01737 353120
<b>Fax number</b>	01737 353120
<b>Email address</b>	admin@woodmansterne.surrey.sch.uk

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## Introduction

### Inspection team

Joy Considine	Additional inspector
Peter Dannheisser	Additional inspector
Cyndi Milliband	Additional inspector

This inspection was carried out with two days' notice. Inspectors visited 21 lessons or parts of lessons taught by 14 teachers. They held meetings with staff, groups of pupils and governors. Inspectors took account of the responses to the online questionnaire (Parent View) in planning the inspection. They observed the school's work, and looked at school development plans, pupils' assessment and tracking information, minutes from governing body meetings, pupils' work and other documentation relating to the inspection, including that regarding safeguarding of pupils. They also analysed the outcomes of questionnaires received from 185 parents and carers as well as those received from pupils and staff.

## Information about the school

The school is larger than the average-sized primary school and it serves pupils from the local community. The proportion of pupils known to be eligible for free school meals is lower than usual. The proportion of pupils from minority ethnic groups is lower than usual and none is at the early stages of speaking English. The proportion of disabled pupils and those who have special educational needs is about average. Provision for children in the Early Years Foundation Stage is made in the Reception classes. There is a breakfast club for pupils run by the school which was observed as part of this inspection. There is a pre-school and an after-school club which are not managed by the governing body and are inspected separately. The school meets current floor standards. Since the previous inspection, there have been significant changes to the teaching team, including the headteacher who joined the school in April 2010.

**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

<b>Overall effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>3</b>

## Key findings

- The school provides a satisfactory quality of education for pupils. The school's strengths are provision for children in the Early Years Foundation Stage and pupils in Key Stage 1, and for disabled pupils and those who have special educational needs. Owing to inconsistencies in the quality of teaching, particularly at Key Stage 2, not all pupils make as much progress as they should. This is preventing the school from being good.
- Pupils make satisfactory progress so that by the end of Year 6 their attainment is broadly average. Their attainment in reading is better than in writing and mathematics. Provision in the Early Years Foundation Stage is good and children make good progress. Disabled pupils and those who have special educational needs progress most rapidly because they receive well-focused support that is targeted to meet their specific needs.
- Although better teaching was seen during the inspection, the quality of teaching over time is satisfactory. This is because there are a few remaining variations between classes and year groups which lead to inconsistent progress made by pupils.
- Pupils are courteous and polite and their behaviour in lessons and around the school is good. Their attendance is consistently above average and they are punctual for school and lessons. Safeguarding is of high priority and there are effective systems in place to ensure the safety of pupils.
- School leaders, including governors, are aware of the school's strengths and areas for development. They have put into place a structured programme of monitoring and professional development to strengthen the quality of teaching, which is beginning to show some improvement although some inconsistencies remain.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted Inspector before their next section 5 inspection.

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

- Raise achievement in writing and mathematics, particularly at Key Stage 2, by:
  - reducing the use of photocopied worksheets to give pupils more opportunities to record their work independently, including the use of information and communication technology (ICT)
  - raising teachers' expectations of what pupils can do, particularly those who are more able, and provide activities that challenge them more effectively
  - providing opportunities for pupils to respond to teachers' marking so that they are able to correct and improve their work.
  
- Increase the proportion of consistently good or better teaching significantly by July 2013, by:
  - making better use of assessment information to plan lessons that are better matched to the learning needs of all pupils
  - improving the quality of teachers' questioning skills so that they are able to probe pupils' understanding and develop their learning further
  - providing a more creative curriculum which inspires and engages pupils and enables them to develop more independence in their learning.
  
- Improve the skills of middle leaders so that they take a more strategic role in developing their subject in all year groups across the whole school.

## Main report

### Achievement of pupils

Children in the Early Years Foundation Stage make good progress in all aspects of their development. Many children are able to sound out letters to make and read words and some are able to write simple sentences. Pupils' attainment at Key Stage 1 has improved steadily and they now make good progress so that by the end of Year 2, their attainment is above average in reading, writing and mathematics. Pupils currently in Years 5 and 6 reached broadly average standards in reading and writing at the end of Key Stage 1. Data show they are making satisfactory progress. They are on track to reach attainment that is broadly average in writing and mathematics and above average in reading by the end of Year 6. Although girls' achieve better than boys, this gap is closing rapidly.

The school has reorganised provision for supporting disabled pupils and those who have special educational needs and as a result these pupils are learning more effectively so that they now make good progress. Staff are skilled at identifying their specific needs and well-trained teaching assistants provide focused support in lessons, in small groups and occasionally individually.

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In most lessons seen during the inspection, pupils were enthusiastic and they enjoyed participating in the imaginative activities provided for them. For example, in a Year 2 lesson on shape, pupils acted as 'shape detectives' and searched for three-dimensional shapes which the teacher had hidden around the classroom. Pupils have very positive attitudes to learning and their behaviour in lessons is good.

The majority of parents and carers who responded to the survey felt that their children were making good progress. Inspectors found that although pupils enjoy school, their achievement overall is satisfactory. Scrutiny of pupils' work shows that most make satisfactory and occasionally better progress, particularly in those lessons that challenge pupils and where they are expected to work hard. In a few lessons the activities are too easy and the overuse of photocopied worksheets limits pupils' opportunities to record their work independently or to use information technology.

Pupils' attainment in reading is above average at the end of both key stages. At Key Stage 1, teachers use a structured programme to teach reading and writing so that pupils can build their skills systematically and progressively. Most pupils enjoy reading and they read fluently and with confidence. At Key Stage 2, pupils often use their reading skills in other lessons. In one lesson, they were reading to find out about what life was like for a Roman soldier and this particularly inspired the interest of boys. Pupils enjoy discussing their favourite authors and expressing their preferences.

### **Quality of teaching**

Although the majority of parents and carers believe that teaching is good, inspectors found that there are inconsistencies between classes and year groups and that over time it is satisfactory. In all lessons there are positive relationships between staff and pupils and this encourages pupils to behave well. Most teachers have strong subject knowledge and they use this to explain and demonstrate to pupils so that they understand what they are expected to do. However, in a few lessons, pupils have to sit for too long listening to the teacher and they have too few opportunities to select resources, to show initiative and to become independent learners. In these lessons the activities that pupils are expected to do are not sufficiently inspiring or challenging.

Some teachers are skilled at asking pupils questions to develop their understanding. In a Year 1 lesson, pupils holding picture cards demonstrated the correct sequence of a story and the teacher's careful questioning enabled pupils to think carefully about the order of the events. This enabled them to make good progress and to be able to retell the story in their own words. However, in a few lessons, particularly at Key Stage 2, teachers do not use a wide enough range of questioning to probe pupils' understanding or to extend their learning.

The planned curriculum makes a significant contribution to pupils' spiritual, moral,

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social and cultural development through a broad range of topics and themed weeks. During the inspection, 'History Week' was taking place. In lessons, pupils were able to use their literacy skills when learning about particular historical themes. The curriculum provided for children in the Early Years Foundation Stage is good. There is an appropriate balance of activities led by adults and those that children select for themselves and this helps them to develop good personal skills such as independence, cooperation and resilience.

Teachers' planning identifies the activities that different groups of pupils are to do but sometimes the range is too limited to challenge more-able pupils. This is because teachers do not always make enough use of assessment information to plan lessons that match the learning needs of all pupils. Teachers mark pupils' work regularly and most provide detailed comments to help them to improve their work. However, there are too few occasions for pupils to respond to these comments and to correct and improve their work in writing and in mathematics. Pupils say that the targets they have been set help them to learn because they know what the next steps are. In the Early Years Foundation Stage, staff are skilled at observing children and using this information to plan learning experiences which are well matched to their developmental needs and enable them to make good progress.

### **Behaviour and safety of pupils**

There is a calm and welcoming atmosphere in school and pupils say they feel safe and secure. They enjoy school and this is reflected in their good behaviour and their attendance which is consistently above average. They say that there is no bullying and that they have a good understanding of the different forms of bullying such as cyber-bullying. They say that most pupils behave well but that adults are always on hand to sort out any minor disagreements that arise very occasionally. Recorded incidents of poor behaviour are low and exclusions are rare. Inspectors agreed with the large majority of parents and carers who felt that pupils behave well and that they are safe in school. Parents and carers find the staff approachable when they need to discuss concerns and they feel that staff deal with issues quickly and sensitively.

Pupils and children in the Early Years Foundation Stage have positive attitudes in their lessons. They enjoy participating and they enjoy working in pairs or groups and they show respect towards each other and adults. Pupils are polite and friendly and older pupils enjoy the opportunities they have to look after younger pupils at break times. Pupils have a good understanding of right and wrong and the way in which staff manage pupils' behaviour makes a good contribution to their social and moral development.

Pupils are taught through the personal, social and health education (PSHE) curriculum how to manage risks both in school and outside school. They say they feel safe in school. They understand that they might be exposed to difficult situations but feel that they are well prepared to resist peer pressure associated with risks such as substance abuse.

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## Leadership and management

Since joining the school, the headteacher has worked closely with staff and governors to raise expectations and establish a clear vision for improvement. School leaders have put into place several initiatives to raise achievement, including new systems to record and track pupils' progress so that teachers are accountable for the progress made by pupils. This has led to improvements in some parts of the school but school leaders are aware that more needs to be done to overcome remaining variations. The senior leadership team has been restructured and staff have a greater clarity of their roles, responsibilities and accountabilities. Despite this, the work of some middle leaders has not yet had time to have a positive impact across the whole school.

School leaders have created the school development plan in consultation with all stakeholders and have established appropriate priorities for improvement. Performance management targets for staff link to the objectives of the plan and a programme of professional development is in place to improve the skills of teachers. Senior leaders have implemented a systematic programme to monitor the quality of teaching which has seen some significant improvements, particularly in the Early Years Foundation Stage and Key Stage 1. Governors have a clear understanding of the strengths and weaknesses of the school and they have secure systems in place to monitor and challenge the work of the school and to hold leaders to account. School leaders have addressed issues from the previous inspection and they have secured further improvement particularly in the provision for disabled pupils and those who have special educational needs. This demonstrates that the school has the capacity to improve further.

The curriculum has been reviewed to provide a sharper focus on literacy and numeracy. As a consequence, pupils' attainment at Key Stage 1 has greatly improved. Pupils, and children in the Early Years Foundation Stage, receive daily focused teaching of reading, writing and mathematics. The curriculum is broad and balanced. School leaders are developing more opportunities for teachers to link subjects together and to provide more stimulating learning experiences for pupils. Although the impact of these innovations has yet to be fully felt, it is evident that pupils in some lessons are having more opportunities to use their reading and writing skills when learning other subjects. Pupils' spiritual, moral, social and cultural development is effectively promoted.

Although equality of opportunity underpins the school's values and discrimination on any grounds is not tolerated, there are remaining variations in pupils' achievement. Governors have ensured that arrangements for safeguarding meet all statutory requirements.



## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



27 February 2011

Dear Pupils

### **Inspection of Woodmansterne Primary School, Woodmansterne CM7 3HU**

Thank you for making my colleagues and me so welcome when we visited your school. We enjoyed meeting you all and listening to what you had to say about your school. You told us that you are happy and feel safe in school and that adults care about you and help you. Many of you said that your targets help you to learn and that you enjoyed your lessons.

We found that your school provides you with a satisfactory quality of education. While your school does many things well, we found that too many of you have not done as well as you should in writing and mathematics. We have asked your school leaders to put into place a number of actions to make sure you all achieve as well as you should. This is what we have asked them to do.

- Provide you with more opportunities to record your work independently, including using ICT.
- Provide you with more opportunities to respond to teachers' comments and to correct and improve your work in writing and mathematics.
- Make better use of assessment information to plan lessons that meet all of your learning needs.
- Provide a more creative curriculum which enables you to develop more independence in your learning.

You can help your school leaders by asking for time to improve and correct your work and by asking for harder work when you find your lessons are too easy. On behalf of my colleagues, I would like to wish you every success in the future.

Yours sincerely

Joy Considine  
Lead inspector

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