

Woodlands Infant School

Inspection report

Unique Reference Number	118466
Local Authority	Kent
Inspection number	358354
Inspection dates	4–5 November 2010
Reporting inspector	Helen Hutchings

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

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	270
Appropriate authority	The governing body
Chair	Amanda Brittain
Headteacher	Suzi Morgan
Date of previous school inspection	13 February 2008
School address	Hunt Road Tonbridge, Kent TN10 4BB
Telephone number	01732 353655
Fax number	01732 357216
Email address	headteacher@woodlands-infant.kent.sch.uk

Age group	4–7
Inspection dates	4–5 November 2010
Inspection number	358354

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 1234 234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 1234 234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by three additional inspectors. Inspectors visited 22 lessons involving nine teachers, and held meetings with the chair of governors, staff and a group of pupils. They observed the school's work, attended an assembly, and looked at planning documents, assessment information and pupils' work. In addition, inspectors received and analysed questionnaires from 95 parents and carers and 26 staff.

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

- The progress made by pupils identified as having special educational needs and/or disabilities.
- How effectively the school uses assessment information to meet pupils' needs and help them to understand the quality of their work.
- How well the school helps children in the Early Years Foundation Stage to settle into school.
- The impact of senior leadership's evaluation of the effectiveness of the school on planning for school improvement.

Information about the school

Woodlands Infant School is larger than most primary schools. Most pupils are from White British backgrounds, and a range of other ethnic backgrounds are represented in small numbers. Very few pupils speak English as an additional language. The proportion of pupils who have special educational needs and/or disabilities is below average. These pupils' needs cover a wide range including speech, language and communication and behavioural, emotional and social difficulties. Pupils in the Early Years Foundation Stage are taught in three Reception classes. The school shares a site with a junior school. A privately run playgroup, and a breakfast and after-school club are run on the school site and did not form part of this inspection.

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

Woodlands Infant School is a good school. Under the determined and conscientious leadership of the headteacher, staff have built well on the school's strengths when it was last inspected so that it now has some outstanding aspects to its work. The excellent focus on pupils' personal development and high quality care, support and guidance are reflected in pupils' feeling exceptionally safe and knowing how to lead healthy lifestyles. Pupils make an excellent contribution to the school community by behaving well, looking after one another and participating fully in the wide range of opportunities offered by the school.

Children make a good start in Reception. They settle quickly and are making good progress in developing their early literacy and numeracy skills well. Consistently good teaching across the school ensures that all groups of pupils learn effectively, make good progress and achieve well. Pupils who have special educational needs and/or disabilities make good progress and achieve well from their starting points. Pupils' attainment by the time they leave the school is generally above national averages, with particular strengths in writing. The school has identified that boys' attainment in literacy is lower than that of girls, and is currently a priority for improvement. Better use of assessment information is helping teachers to match work more closely to pupils' individual needs and currently more pupils are working at the higher levels than previously. The themed curriculum is interesting and well planned so that the tasks set for pupils grab their attention and motivate them to learn; consequently, they concentrate well and want to do their best. However, teachers recognise that work could be even more challenging, particularly for the most able pupils, and that pupils are sometimes too reliant on adult support to complete their tasks.

The school's assessment policy has been changed since the last inspection and includes a number of useful strategies to help pupils understand their learning, for example by displaying their literacy and numeracy targets prominently in their books. Marking is regular and pupils are given good verbal feedback on the quality of their work so that they understand the extent to which they have met the learning intention for the lesson. However, there are missed opportunities to give pupils precise guidance on their next steps of learning.

The school is well led by the leadership team and governors, who are committed to ongoing improvement to give pupils a first-class education. Middle leaders give good support to their colleagues, and staff work well in teams to make learning interesting and exciting for pupils. Excellent use is made of external support to enrich learning and ensure that any pupils whose circumstances make them vulnerable have the support they need. The most important areas for improvement have been accurately identified and appropriate and effective actions are being taken to tackle the issues. The school's good

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

track record at including all learners and dismantling their barriers to learning means there is a good capacity for further improvement.

What does the school need to do to improve further?

- Ensure that teachers capitalise on opportunities during lessons for pupils, especially the higher attainers, to work independently to explore their own ideas and use their initiative in order to sustain their good progress.
- Ensure that teachers' marking consistently gives pupils a clear idea of what they need to do to improve their work.

Outcomes for individuals and groups of pupils

2

All groups of pupils enjoy their learning and achieve well because lessons are interesting and fun. Pupils behave well in class and around the school, listening attentively to their teacher's instructions and are keen to do their best. They are given good opportunities to reflect on their learning, and to make an input into how topics and themes will be developed. For example, when Year 1 pupils set up their own mind maps about what they wanted to learn about the Post Office, they thought about how they would find out more information for themselves. Pupils cooperate and work well together in pairs or small groups to share ideas and complete investigative tasks. Because of the relatively high numbers of adult supporters in the classroom, pupils become too reliant on adults to prompt their learning and there are missed opportunities to increase their independence by trying out things for themselves. For example, when pupils were setting up their mind maps, too often an adult recorded pupils' ideas rather than expecting pupils to use their own writing skills.

Attainment is above average and pupils are making good progress from their starting points in Reception which are similar to those expected for the age group. Attainment at the end of Year 2 has been consistently above the national average for a number of years, giving pupils a start to the first stages of their education. There are small variations each year in the attainment of pupils who have special educational needs and/or disabilities and the number reaching the higher levels. However, the school is aware of these minor differences and is focusing clearly on the achievement of each of these groups, monitoring the progress of individuals regularly and taking prompt action if an individual falls behind.

Pupils' personal development is promoted very well and pupils develop a strong sense of belonging to the school and local community through fund raising, clubs and activities, and their excellent contribution to local events such as the Tonbridge Arts Festival or Singing Concert. The school's strong emphasis on promoting healthy lifestyles ensures that pupils have an excellent understanding of how to stay fit and healthy. They eagerly take on duties, such as school council 'Reporters', and understand that the school's rules and routines are there to ensure they are safe and well cared for. Pupils' good spiritual, moral, social and cultural development is seen in good relationships with other pupils and adults and in their growing awareness of different faiths and cultures.

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

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	2
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	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
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

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teaching is consistently good across the school. Teachers have caring and warm relationships with pupils so that their contributions are valued and built upon effectively. Good planning ensures that lessons are well structured and time is used well. Teachers use computer software very well to illustrate and enliven learning, and give pupils good opportunities to develop information and communication technology skills with the well-targeted use of laptops. Teaching assistants work effectively with teachers to make a valuable contribution to pupils' learning. New assessment practices have been successfully established and pupils are involved well in assessing their own learning; for example, the 'I can' statements help pupils to understand and reflect on their learning at the end of the lesson. Teachers have a good understanding of each pupil's progress and attainment levels and use this well to set appropriate tasks. However, sometimes tasks lack precision so that they have to be explained again by an adult or are not sufficiently challenging, particularly for the most able pupils. On these few occasions, pupils' progress is not as swift as it might be.

The curriculum has been developed well in themes to link activities and make learning interesting. Teachers make good use of opportunities for pupils to practise their literacy, numeracy and information and communication technology skills in other subjects. As teachers develop greater confidence in making subject links, they are extending this approach further. Links with other schools greatly enrich pupils' experiences; for example,

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

during the inspection pupils were being coached in cricket and dance and teachers followed this up well in lessons the next day. Boys from a local secondary school are good role models as they help Year 1 pupils to read and write. Provision for personal development is outstandingly effective, for example involving visits from the emergency services which develop pupils' awareness of how to keep themselves safe. The impressive range of clubs, ranging from sign language to eco-gardening, enrich pupils' experiences and give them opportunities to develop new interests. However, the curriculum does not identify sufficient opportunities for pupils to work independently to ensure they are always fully challenged. ♦

The level of care and support for pupils is very high. Pupils are known as individuals and the good communication between staff means that there is a high awareness of individual pupils' needs. As a result, a real ethos of care and support permeates the school, and children and their families whose circumstances make them vulnerable are given good support, often through a 'difficult patch'. The effective use of progress information ensures that intervention and support are accurately targeted. Transition arrangements with pre-school settings do much to ensure a smooth transition into Reception. The links with the adjacent junior school have been extended to include joint moderation of assessments and use of some facilities which, together with liaison on the curriculum, promote transition to the next stage of pupils' education.

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?

Senior managers are good at embedding ambition and driving improvement, which has resulted in a shared vision for improvement across the school. All staff share leaders' aspiration and drive to continue to improve the school, and the development plan identifies appropriate actions to sustain improvement. Staff are positive about the recent changes they have made and morale is high. The governing body has a good understanding of its statutory responsibilities which are being fully met and is very rigorous at ensuring a safe environment for pupils and adults in the school. The school has adopted local authority guidance and meets current statutory requirements. Restructuring of the governing body's systems and training are enabling governors to develop their role in challenging pupils' attainment and progress and to refine their approach to gathering parents' and carers' views.

The school is very open and receptive to parents and carers. The school's engagement with them is a real strength, and helps staff to have a good understanding of pupils' needs. Discrimination is not tolerated and the school's effective promotion of equal

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

opportunities is seen in the good progress made by all groups of pupils. Community cohesion is promoted well because of the strong links with the local community and a growing range of activities to develop pupils' understanding of different cultures and backgrounds through a series of visitors to the school. The school's mock election, won by the 'Fun Party', provides pupils with a good opportunity to develop their understanding of national issues.

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	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
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

Children's confidence grows quickly as they join the school because of good quality care and support. Children join the school with the skills and knowledge that are broadly typical of their age, though with stronger personal development than communication skills. Their good experience in Reception enables children to acquire the skills they need to be effectively prepared for their learning in Key Stage 1. Routines are consistent across all classes, with children being given responsibility for small tasks and required to initiate their own activities to develop their decision-making skills. They have good opportunities for vigorous physical activity and the outdoor areas have been developed well since the last inspection, with a canopy providing shelter for outdoor activity in all weathers. Teachers and other adults ensure that children engage in a varied range of activities with an effective balance of play and exploration indoors and outdoors and adult-led activities. However, planning does not always use assessment and evaluation of previous activities to identify what individuals or groups should do next. The provision is well led and managed, and staff feel supported in developing their practice further. A high priority is placed on children's welfare. Consequently, children flourish in a secure environment. They respond well to established routines and begin to understand how to look after themselves, for example knowing to put on warm clothes before going outside. ♦

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

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

An overwhelming majority of the parents and carers who responded to the questionnaire believe their children enjoy school and are kept safe. They were very positive about all aspects of the school, its friendly atmosphere and the care given to pupils. The inspectors fully endorse these views. A very few parents raised individual concerns which did not form any specific overall pattern. There were many written comments in praise of the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Woodlands Infant 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 95 completed questionnaires by the end of the on-site inspection. In total, there are 270 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	65	68	28	29	1	1	0	0
The school keeps my child safe	70	74	25	26	0	0	0	0
My school informs me about my child's progress	36	38	53	56	4	4	0	0
My child is making enough progress at this school	47	49	43	45	3	3	1	1
The teaching is good at this school	54	57	37	39	1	1	0	0
The school helps me to support my child's learning	49	52	39	41	3	3	0	0
The school helps my child to have a healthy lifestyle	59	62	35	37	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)	48	51	37	39	1	1	0	0
The school meets my child's particular needs	52	55	38	40	4	4	0	0
The school deals effectively with unacceptable behaviour	40	42	47	49	3	3	2	2
The school takes account of my suggestions and concerns	37	39	49	52	4	4	0	0
The school is led and managed effectively	54	57	38	40	2	2	0	0
Overall, I am happy with my child's experience at this school	64	67	28	29	2	2	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 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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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:	<p>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.</p> <ul style="list-style-type: none"> ■ 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 pupils' 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.



8 November 2010

Dear Children

Inspection of Woodlands Infant School, Tonbridge TN10 4BB

We all very much enjoyed our recent visit to your school. Thank you for being so friendly and welcoming. We thoroughly enjoyed talking to you and seeing how much you enjoy school. You go to a good school and these are some of the positive things about it.

- Adults look after you and care for you exceptionally well so that the school is a happy and safe place for you to work and play together.
- You know how to look after yourselves and to stay safe, fit and healthy.
- Your teachers and teaching assistants help you to make good progress in your learning, particularly in your writing.
- Your teachers plan a lot of interesting activities for you and welcome others into the school to make learning even more fun. We saw how much many of you enjoyed the cricket coaching and dance workshop during the inspection.

You also told us that you find your lessons interesting and usually challenging. To make it even better, however, we are asking your teachers to give you even more opportunities to use your own initiative during lessons and to work independently so that you can make even faster progress. ♦ We have also asked them to give you a clearer idea of what you need to do to improve your work when they mark your books.

I am sure that you will continue to work hard and remember to ask if there is anything you do not understand. Please thank your parents or carers for returning the questionnaires. It was very helpful for us to know their views.

We wish you every success for the future.

Yours sincerely

Helen Hutchings ♦ ♦ ♦ ♦

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 1234 234, or email enquiries@ofsted.gov.uk.