

# Woodlea Primary School

## Inspection report

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<b>Unique Reference Number</b>	116250
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	379221
<b>Inspection dates</b>	5–6 October 2011
<b>Reporting inspector</b>	Linda Kelsey

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>	199
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Leslie Webber
<b>Headteacher</b>	Louise Pearce
<b>Date of previous school inspection</b>	30–31 January 2007
<b>School address</b>	Atholl Road Whitehill Bordon GU35 9QX
<b>Telephone number</b>	01420 476342
<b>Fax number</b>	01420 475277
<b>Email address</b>	school@woodlea.hants.sch.uk

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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	5–6 October 2011
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## Introduction

This inspection was carried out by three additional inspectors. The team observed 13 lessons taught by seven teachers. Meetings were held with staff, members of the governing body and groups of pupils. Inspectors observed the school's work and looked at documentation, including school data, planning and policies. In addition, they considered 87 parental questionnaires and those completed by staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Establish why learning fell in 2009-2010, whether this was linked to the quality of teaching and whether progress has improved as the school suggests, and also whether this has led to improved attainment and progress for all pupils across the school.
- Establish the quality of teaching across the school and whether good practice exists consistently in all key stages.
- Determine how strong and secure leadership and management are after recent turbulence and whether this is bringing sustained and good capacity for the future.
- Whether the quality of the Early Years Foundation Stage has improved significantly since the previous inspection report, as the school suggests, and provided a better start for children.

## Information about the school

Woodlea is an average-sized school serving its local area. The number of pupils known to be eligible for free school meals is below average. The proportion of pupils with special educational needs and/or disabilities is below the national average and there are no pupils with statements of special educational needs. Pupils' needs include behavioural, social and learning disabilities. Almost all pupils come from a White British background. The school has seen a period of turbulence which has resulted in a big changeover of staff, including the appointment of a new headteacher in 2009 and subsequently a new deputy headteacher and Early Years Foundation Stage coordinator. Nearly half the staff are new this term. In addition, there have been changes to the governing body and a new Chair and Vice Chair have been appointed.

**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?**

**3**

**The school's capacity for sustained improvement**

**2**

## Main findings

Woodlea Primary is a satisfactory and improving school. The school has been through a period of turbulence. This has seen changes to almost all of the teaching staff over the last two years. A calm and purposeful atmosphere now permeates the school, which is conducive to pupils' learning. As one member of staff commented, 'Change is a challenge and can be uncomfortable at times, but necessary. Woodlea is getting better.' Attainment fell in 2009 and 2010 to below average but has improved once again to be broadly average in the 2011 national tests. This improvement is continuing, with those pupils presently in Year 6 also having average attainment. Teaching is satisfactory overall. There is some good teaching at the end of both key stages and in the Early Years Foundation Stage. However, in a few classes, teaching is inadequate and, while progress is satisfactory overall, there are still some inconsistencies in the progress pupils make.

The care, guidance and support offered to pupils are good, as are the procedures for the safeguarding of pupils. The majority of parents and carers are positive about the school, saying, 'All the staff are friendly, helpful and very motivated.' Another commented that 'the school really has the best interests of my child at the forefront of everything they do.' Despite this, parents are still not fully involved in their children's learning and a small minority felt that behaviour had still not improved.

The school has worked hard to improve the behaviour of pupils and their attendance at school. Attendance has improved through the sheer determination of the leaders, and support from agencies and parents, and is now high. Pupils come with a good attitude and a willingness to learn. They are polite and friendly to adults and, when asked, say they enjoy school. Behaviour throughout the school is good. Pupils willingly take on responsibilities and were observed reading stories to younger pupils in the library, an initiative they started themselves. Spiritual, moral, social and cultural development of pupils is satisfactory overall. There was good promotion of spiritual development in assembly when a story about a gift of a candle and its meaning of friendship were shared with the pupils.

The curriculum is satisfactory overall, English, mathematics and science are taught well. The remaining curriculum focuses around topics which are timetabled for the afternoon. It is unclear when some sessions begin and end, meaning that time is not always used well. The school has had a strong focus on improving the teaching of English and mathematics, but pupils commented that they did not enjoy some

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subjects such as religious education. Some had difficulty recalling how to remain fit and healthy and in naming some major religions of Britain and the wider world, although they said they felt safe at school and knew that chocolate and fizzy drinks were unhealthy.

The leadership and management of the school are strong and have been instrumental in improving the quality of education. Both the headteacher and deputy headteacher monitor teaching and are consistently communicating high expectations to staff and pupils. Clearly thought out strategies, based on good self-evaluation, have rapidly improved attendance, behaviour and teaching. This has resulted in a more consistent approach to classroom provision than was evident from the school's monitoring two years ago. The governing body offer good support and are highly involved in the work of the school. They have also been instrumental in bringing about change and have supported the recruitment of new teaching staff. They have a clear understanding of the strengths and the weaknesses of the school. With the determined focus and strategies in place to raise attainment further, together with the already improved behaviour and attendance of pupils, the school has a good capacity for sustained improvement.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Improve the consistency of teaching and learning by:
  - sharing the good practice seen around the school
  - ensuring teachers follow up on marked and assessed work
  - making sure pupils are clear about what they are supposed to be learning in the classroom.
  
- Improve the quality of the whole curriculum by:
  - developing a greater emphasis and rigour in the teaching of all subjects
  - strengthening the teaching of healthy lifestyles, and the ways in which pupils can contribute to the wider world and learn about cultural diversity in the United Kingdom.
  
- Provide a consistent and productive partnership with all parents so that they feel more fully involved in their children's learning and learn more about how the school operates.

**Outcomes for individuals and groups of pupils****3**

Attainment which is broadly average at the end of both key stages has improved in the last year from below average. Test results from July showed that in Key Stage 1, reading and mathematics were broadly average while writing was below. However,

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recent work in books shows that some previously reluctant writers are able to construct sentences correctly and are beginning to use capital letters and full stops correctly. At Key Stage 2, there has been a recent improvement in the teaching of mathematics which has resulted in some better attainment. More pupils are gaining average levels and pupils who are experiencing difficulty with mathematics are getting extra support to help them achieve higher standards. This, along with good support for these pupils in literacy, is the reason why the learning for pupils with special educational needs and/or disabilities is particularly good. For example, pupils were seen working on long multiplication in Year 6 to reinforce their techniques and use these skills to multiply decimal numbers together. There is no significant underperformance of any group such as boys, girls or those from different ethnic backgrounds. While pupils’ basic skills in literacy and numeracy are satisfactory, the skills in information and communication technology are not developed consistently and this restricts pupils’ ability to use their skills across a range of other subjects.

Pupils know the rules of the school and abide by them. They work well together on tasks and say they feel safe around the school and its beautiful grounds outside. The school makes good use of the wooded areas to enable pupils to explore freely, climb trees, make camps and light fires under supervision. There is strong emphasis on ensuring pupils feel safe. Pupils make a satisfactory contribution to the life of the school and act as buddies to new pupils, house captains and librarian. The school has an elected school council but this has been introduced recently and has not yet had time to become fully active.

*These are the grades for pupils’ outcomes*

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

<sup>1</sup> 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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## How effective is the provision?

Teachers plan lessons well and most get off to a lively start. Work is appropriately planned for different levels of ability and some good strategies such as ‘talk partners’ are used well. Good support is given by teaching assistants to groups of pupils who find learning difficult. The pupils with special educational needs and/or difficulties are well supported to enable them to make good progress. In some inadequate lessons, pupils are less clear what is expected of them and, when asked what they were learning, some were unsure. Marking of work, though done thoroughly, is not always followed up by teachers so pupils cannot always learn from their mistakes. The curriculum across the school is satisfactory rather than good because, while focusing strongly on core subjects and skills, it has not yet put enough focus on ensuring all subjects are being covered in sufficient detail and depth.

Good policies and procedures are in place for the care, welfare and guidance of pupils and the school has good links with outside agencies. This has been used to good effect to promote the excellent attendance at school by the pupils. There are good transition arrangements for when pupils either join or leave the school. Parents of new pupils visit the school and home visits are arranged for children starting in the Reception Year. The school site is monitored carefully to ensure pupils remain safe at all times.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher and her deputy provide good leadership and consistently communicate high expectations to their staff. Through good self-evaluation, effective training and targeted performance management, they have improved specific areas of attendance, behaviour and teaching practice. This has brought about effective changes in classroom management and in better experiences for most pupils. This focused and urgent drive to improve teaching has been fully supported by the governing body, teachers and teaching assistants. The sharing of this good practice, however, is still at an early stage. The school development plan accurately identifies areas for improvement and recognises that there is more to do to make teaching consistently good in all classes. Through their good evaluation of the strengths and weaknesses, the governing body are well informed and now offer good challenge to the management of the school.

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Parents are welcomed into the school and invited to assemblies and parents’ evenings. There are periodic newsletters informing them of the activities taking place within the school. However, they are not fully involved in the life of the school, nor are they given sufficient information about the school’s priorities for development. Partnerships is particularly good with the cluster of schools and the work being undertaken in monitoring teaching and learning with the local authority. Concerted efforts to intervene with the needs of pupils who are vulnerable have been very successful. Behaviour has improved as a result of the good intervention work being done throughout the school. This has ensured that teaching and learning take place without disruption. While there is no evidence of any discrimination, equality of opportunity is satisfactory. This is because some pupils still do better than others, such as those in the Early Years Foundation Stage and those with special educational needs and/or disabilities.

There is a satisfactory policy in place and a coherent list of activities to support community cohesion. The school regularly welcomes visitors to the school from the local area. However, pupils have limited exposure to international and national aspects and, as a result, they lack understanding in some of these areas. There is no evaluation of the impact of community events. There are very rigorous procedures in place for the safeguarding of pupils and pupils said they feel safe in school now that behaviour has improved.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Children enter the Reception class with broadly average attainment and quickly make good progress because of the good and enriched provision on offer for them both



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inside and outside the classroom. Space is used very well and there is a vast range of resources and equipment laid out for them on a daily basis. Staff monitor both the indoor and outdoor learning areas well, allowing children to move freely between these in a safe and secure environment.

Teaching is good, well planned and structured. Activities are set up to promote good speaking, listening and writing skills, such as the role play areas and when using play dough. Children were encouraged to develop their numeracy skills by counting to 10 and recognising numbers in a sequence. Teachers match work well to the interests of the children. Children were delighted with the space hoppers which had been bought recently and were keen to use these enthusiastically outside; spending time racing them up and down. They demonstrated good skills in maintaining their balance and enjoyed sharing the new resource with others who wanted to have a go. They willingly take turns and collaborate well with each other. A good illustration of children sharing activities was the two boys who were eagerly discussing some drawing they were doing on the computer. Staff care for children well and have set up activities to ensure that children learn quickly how to become independent. An example of this is the daily snack table. Here children can choose to eat fruit or spread butter and cheese on their own crackers and pour themselves a drink of warm chocolate from a teapot.

There are good relationships between staff and children. Adults make notes on a regular basis about what children are achieving soon after arriving at the school. There is good strategic leadership of the Early Years Foundation Stage by a very experienced practitioner. The teacher in charge has ambitious, but realistic, ambitions to improve the provision, which is already good.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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**

The response rate to the Ofsted questionnaire was broadly similar to that seen nationally for primary schools. Parents and carers are very positive about the school. A small minority expressed concerns about the way the school deals with unacceptable behaviour. Inspectors investigated this and found that the school deals well with children who misbehave and that behaviour has recently improved greatly. There are just a few individual instances where a small minority of parents and carers feel that the school does not do all it can, such as in supporting learning and taking account of suggestions and concerns. The school is working effectively on

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finding solutions to these problems.

## Responses from parents and carers to Ofsted’s questionnaire 2

Ofsted invited all the registered parents and carers of pupils registered at Woodlea 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 87 completed questionnaires by the end of the on-site inspection. In total, there are 199 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	43	49	40	46	2	2	0	0
The school keeps my child safe	47	54	34	39	4	5	0	0
The school informs me about my child’s progress	35	40	42	48	7	8	1	1
My child is making enough progress at this school	35	40	42	48	5	6	1	1
The teaching is good at this school	40	46	40	46	1	1	1	1
The school helps me to support my child’s learning	40	46	39	45	6	7	1	1
The school helps my child to have a healthy lifestyle	30	34	50	57	4	5	1	1
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)	43	49	34	39	7	8	1	1
The school meets my child’s particular needs	38	44	38	44	4	5	2	2
The school deals effectively with unacceptable behaviour	23	26	38	44	10	11	9	10
The school takes account of my suggestions and concerns	25	29	47	54	7	8	1	1
The school is led and managed effectively	28	32	44	51	4	5	1	1
Overall, I am happy with my child’s experience at this school	38	44	40	46	4	5	1	1

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and 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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.



7 October 2011

Dear Pupils

**Inspection of Woodlea Primary School, Bordon GU35 9QX**

Thank you so much for making us all so welcome to your school. We enjoyed talking to you and seeing you in the lessons we watched. It was lovely to see the older pupils reading to younger pupils and acting as librarians. You certainly have a school in beautiful surroundings.

Your school is satisfactory and your headteacher and the other teachers have worked very hard recently to make teaching better after so many teachers left the school. As a result, you are all doing much better in English and mathematics. We were pleased to see that your attendance at school is now excellent and that behaviour has improved, so you are feeling much safer at school. These are all the things that the headteacher and staff have managed to sort out quickly.

The staff know they have lots more to do. For instance, by making sure all your lessons are as good as the best. We have also said that there should be more opportunities for you to learn about how to keep fit and healthy and to know all about the wider world. We have also asked that your parents become more involved in your learning and are able to learn more about how the school is going to improve further. You can help here by making sure you always behave as well as you did when we visited the school and that you make sure you always come to school when you are able to.

I wish you all the best of luck for the future.

Yours sincerely

Linda Kelsey  
Lead inspector

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