

Woodlea Primary School

Inspection report

Unique reference number	124945
Local authority	Surrey
Inspection number	381014
Inspection dates	22–23 May 2012
Lead inspector	Brian Netto

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

Type of school	Primary
School category	Foundation
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	207
Appropriate authority	The governing body
Chair	Alexandra Maule
Headteacher	Judith Crofts
Date of previous school inspection	28 November 2006
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Age group	4–11
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Introduction

Inspection team

Brian Netto

Additional Inspector

Jacqueline Lawson

Additional Inspector

This inspection was carried out with two days' notice. Inspectors visited 15 lessons or part-lessons taught by 10 teachers. Two of the lessons were jointly observed with the headteacher. A work scrutiny of mathematics in Key Stage 2 was also conducted with the headteacher. Discussions were held with senior leaders, staff, members of the governing body, a parent and different groups of pupils. Inspectors observed the school's work, listened to pupils read, and looked at the school's self-evaluation and planning documents, external evaluations of the school's work, policy documents and pupils' work. They analysed 78 questionnaires from parents and carers, those from a sample of pupils and 14 from staff.

Information about the school

Woodlea is smaller than the average-sized primary school. Children enter the Early Years Foundation Stage in the Reception Year. The great majority of pupils are of White British heritage and very few speak English as an additional language. The proportion of pupils known to be eligible for free school meals is well below the national average. The proportion of pupils supported by school action plus or with a statement of special educational needs is also well below average. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress. Since the previous inspection, the school has expanded its buildings to accommodate Key Stage 2 pupils in the same building. The school has received a number of awards, including Inclusion Quality Mark and Eco-Schools Green Flag.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	1
Leadership and management	2

Key findings

- Woodlea is a good school. It is not yet outstanding as pupils make good rather than rapid and sustained progress in their learning, especially in mathematics at Key Stage 2. Since the last inspection, improvements have been made in attendance, which is now above average, and in the behaviour and safety of pupils, which are outstanding.
- Achievement is good. The Early Years Foundation Stage provides a positive start for children so that they make good progress. Pupils across the school, including disabled pupils and those with special educational needs, continue to make good progress. As a result, pupils' attainment is high in both English and mathematics.
- The quality of teaching has improved and is now good. Teaching is characterised by strong, positive relationships, high expectations and activities that challenge pupils appropriately for their level of ability. An increasing proportion of teaching is outstanding but some inconsistencies remain in the teaching of mathematics, especially in Key Stage 2. The marking of work and the guidance given to pupils are mostly good, but are not consistent in mathematics.
- Pupils have a great enthusiasm for learning. Their behaviour in class and around the school is exemplary. They are aware of different forms of bullying and are adept at managing their own behaviour. The strong promotion of pupils' spiritual, moral, social and cultural development ensures that pupils learn in an atmosphere of respect and tolerance.
- Good leadership and management are a result of shared leadership, to which subject leaders and governors make a strong contribution. Recent changes in senior staff, however, have resulted in a review of leadership roles to enable an increased focus on improving teaching. Accurate self-evaluation, based on robust monitoring of performance, enables the school to identify weaknesses and put in place training and support to address these. Improvements in behaviour and safety and in the quality of teaching show that the school has strong capacity to improve.

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What does the school need to do to improve further?

- By June 2013, raise achievement in mathematics at Key Stage 2 so that pupils make progress at similar rates to their progress in reading and writing, by:
 - increasing the proportion of outstanding teaching so that all groups of pupils make sustained and rapid progress
 - matching work to pupils' abilities, so that all groups of pupils are suitably challenged
 - ensuring that marking and assessment provide opportunities for pupils to demonstrate improvements and consolidate their skills in calculation and problem solving.
- Develop leadership roles across the school so that good practice in teaching and monitoring is modelled more consistently, in order to maintain the school's capacity for further improvement.

Main report

Achievement of pupils

Children enter the Early Years Foundation Stage with skills above those typically found for their age. In Reception, the provision is good, and children are encouraged to develop independence. The outdoor learning environment has improved since the last inspection and now offers an exciting breadth of experiences covering all areas of learning for the children to engage in and enjoy. Children in Reception develop outstanding phonics skills (the linking of sounds and letters) through careful grouping, and matching the challenge to different abilities. By using a range of resources, including the interactive whiteboard, sound cards, and flash cards for 'tricky' words, children are engaged and are able to concentrate for an extended period of time. As a result, all groups of children make rapid progress and enter Year 1 with skills and knowledge that are above average for their age.

Pupils' attainment in reading is well above average by the end of both key stages. Pupils say they enjoy reading and they are given many opportunities to read a diverse range of literature. The teaching of reading, in particular the teaching of early phonics, leads to good progress. This was confirmed when inspectors listened to some of the pupils read, talked to them about how they enjoy reading, and observed the teaching of phonics. The school has sustained above average attainment over several years in reading and writing. Pupils' attainment in mathematics is also above average, but their performance is consistently below that of the other areas. Marking in mathematics is inconsistent, particularly at Key Stage 2, and does not provide all pupils with sufficient guidance or opportunities to improve or consolidate learning. A concerted whole-school focus on improving the teaching of mathematics is now successfully closing the gap. Overall progress is good, although there is unevenness across Key Stage 2. Disabled pupils and those with special educational needs make good progress from their starting points because of the good support they receive from teachers and teaching assistants, and because work is well matched to their abilities.

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The school has high ambitions for its pupils, and many pupils take the higher Level 6 optional tests. Typically, pupils have positive attitudes towards learning and are keen to participate in whole-class and group discussions. Parents and carers have an accurate view that the school is helping their children's communication, reading, writing and mathematical skills and that their children are achieving well. Evidence collected during the inspection is in line with this view.

Quality of teaching

The view of parents and carers is that teaching is good. This is consistent with the evidence from the inspection. Pupils engage well with tasks, especially when these provide challenge at suitable levels. Teachers' subject knowledge is also a strength. For example, as a result of clear instructions and demonstration by the teacher, pupils in Year 5 built on previous learning to acquire new skills in retrieving data during an information and communication technology lesson. Another group of more-able pupils in Year 5 showed excitement and enthusiasm in learning new words and skills to make their writing more interesting. These learning opportunities contribute well to the pupils' depth of curiosity and to their spiritual, moral, social and cultural development. The most effective teaching was characterised by high expectations, a wide range of imaginative teaching methods, pace and depth to the learning, and very positive attitudes amongst the pupils.

Regular assessment by the teacher and teaching assistant ensured that pupils in Year 2 practised and understood how to use positional words in sentences and, as a result, all groups of pupils made rapid progress. Pupils in Year 6 wrote complex opening sentences following excellent teacher questioning and work which challenged pupils of all abilities. As a result, pupils were absorbed in the writing, and made rapid progress. Occasionally, the teaching in mathematics does not challenge pupils well enough. Opportunities to intervene to refocus the lesson and tackle common errors are missed. This results in pupils making satisfactory rather than good progress. Overall, disabled pupils and those with special educational needs receive effective, well-targeted support from teaching assistants.

Marking is consistently good in English, with precise areas for improvement which ensure that pupils make good progress. Marking in mathematics is not as consistent and, in some cases, does not provide the pupil with opportunities to self-correct or to consolidate their skills.

Behaviour and safety of pupils

Behaviour is typically outstanding, and was evident in pupils' behaviour around the school and in lessons, when it was exemplary. As a result, the school maintains an orderly environment where all pupils thrive and make good progress. As one pupil stated, 'Woodlea Primary School is a really fun place to work and play.' Pupils respond positively and are supported securely by systematic and consistent strategies to manage their behaviour. When required, the school draws on specialist

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expertise to support specific pupils, which results in positive engagement and improved learning.

Incidents of bullying are rare. The school's records confirm this, and show that appropriate action is taken if it occurs. Pupils are acutely aware of the different forms of bullying. They say that the school deals effectively with any reported incidents of name calling and 'friend' problems. Parents and carers agree that the school keeps their children safe, and promotes good behaviour. As one said, 'My children are so lucky to be at such a wonderful school.' A small minority raised concerns about behaviour which disrupted learning, and about instances of bullying. Inspection evidence indicates that the school's procedures for dealing with bullying are systematic and fair, and that pupils respond sensitively to differences in cultures and backgrounds. For example, disabled pupils and those with special educational needs are well supported and cared for, the school provides for those with different religious beliefs, and pupils are trained to use their 'wits' if confronted by a bully, for example to walk away, to ignore, to talk to the bully, to speak to an adult.

Pupils enthusiastically take on roles of responsibility around the school, including head girl and boy, house captains and form captains, and Year 6 buddies working with Reception children. This contributes to a safe and secure learning environment.

Leadership and management

Good leadership has led to improved attendance and outstanding behaviour amongst the pupils, with most pupils making good progress because of consistently effective teaching. Leadership is shared across the school, and subject leaders join the senior staff in a robust programme of monitoring, through regular lesson observations and work reviews. Performance objectives, together with a planned programme of professional development and team teaching, are improving the quality of teaching and accelerating pupils' progress. However, recent staff changes at leadership level have resulted in a review of current roles to ensure that the focus on improving teaching is consolidated.

Governors are experienced, know the school well and make a strong contribution through the support and challenge they offer. They ensure that the safeguarding arrangements meet statutory requirements. The high attainment of the pupils, where no one is left behind, is evidence of the commitment to equality of opportunity and to tackling discrimination. For example, gaps in achievement are closing as a result of firm action to tackle relative underperformance in mathematics and this demonstrates the school's strong capacity to improve further.

The curriculum is broad and balanced and meets the needs of all pupils, including disabled pupils and those with special educational needs. It is enriched by a wide range of popular after-school clubs, visits and special events. For example, the annual 'green day' is led by the school's eco-group, involves each class in sowing seeds and caring for plants. This supports the pupils' spiritual and environmental awareness. The school provides its own compost through recycling. The school's

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beautiful grounds, including a forested area, a pond and a quiet garden area which is maintained by the pupils, are used regularly to support science investigations. These activities are reflected in the school's Green Flag award.

The school is part of a wider Tandridge Educational Partnership, which provides training and support for teachers, links with other schools in the area, and positive support for curriculum development. The school staff are highly committed to the school, and staff morale is high. Parents and carers have a high regard for the teaching staff as illustrated by these comments, which were typical of their responses to the survey. 'Their commitment to high standards has had a huge impact on my daughter's learning and pursuit of excellence.' 'My children have made exceptional progress since joining the school and this is due to the dedicated and committed teaching staff and classroom assistants.'

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	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 to 31 December 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).

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.
Floor standards	the national minimum expectation of attainment and progression measures.
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.



24 May 2012

Dear Pupils

Inspection of Woodlea Primary School, Woldingham CR3 7EP

Thank you for your warm welcome when we visited your school recently. We enjoyed being told about all the good things going on at your school and how much you enjoy going there. We also enjoyed listening to some of you read and being told about how much you enjoy reading. I was impressed by the school's lovely environment and am grateful that some of you took the time to show me the forested area, the garden that you help to maintain, and the pond that you are building. We were particularly impressed by your excellent behaviour and the care and respect you show towards each other and towards visitors.

We would like to tell you what we found out about your school. It is a good school. You make good progress and achieve well, reaching standards in English and mathematics that are better than pupils in most other schools. You behave extremely well and enjoy taking part in lessons.

Your headteacher and the staff are keen to make the school even better. We have asked your teachers to do a number of things to help you make even faster progress.

- Make mathematics teaching more challenging for all of you, especially those of you in Key Stage 2, deal with any mistakes you make to help you learn more quickly, and give you better guidance on how to improve.
- Give leaders and teachers more time to ensure that the best practice in teaching is consistent across the school.

We are pleased that your attendance has improved, and we hope that you will continue to behave well. We wish you all the best for the future.

Yours sincerely

Brian Netto
Lead inspector

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