

Woodmansterne Primary School

Stockport Road, London, SW16 5XE

Inspection dates 10–11 October 2013

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

Summary of key findings for parents and pupils

This is an outstanding school.

- Pupils achieve exceptionally well. They make outstanding progress from low starting points to reach standards in reading, writing and mathematics that are significantly above average by the end of Year 6.
- Teaching is outstanding. Pupils are highly motivated in lessons because tasks and explanations are matched exceptionally well to their needs.
- Senior leaders, supported by a strong and skilled governing body, continually check the quality of teaching to ensure pupils continue to achieve to an exceptionally high standard.
- Teachers are exceptionally well supported to improve their practice because leaders invest a lot of time and effort into providing bespoke training opportunities.
- Middle leaders ensure pupils make equally good progress in subjects other than English and mathematics.
- Pupils feel safe at school, are punctual and attend regularly. Pupils, parents, carers and staff are highly positive about all the school has to offer.
- The high quality of leadership from the headteacher, his senior team and governors has driven improvements year on year since the previous inspection so that all areas of the school's work including teaching and achievement are now outstanding.
- Governors play a key role in ensuring leaders perform to the very highest standards.
- The values at the heart of the school, such as honesty, respect and cooperation, are shared regularly and in a way that pupils clearly understand. Consequently, pupils behave exceptionally well in their dealings with each other and with adults both within the school walls and beyond.
- The curriculum is rich and engaging and offers pupils many opportunities to deepen their understanding and appreciation of art and music. Physical well-being is another priority, and leaders make sure that all pupils have access to a wide range of sporting opportunities.

Information about this inspection

- Inspectors observed 22 lessons or parts of lessons including the teaching of phonics (letter patterns and the sounds they represent), mathematics and writing. Many of these were conducted jointly with senior leaders.
- Inspectors attended assemblies, listened to pupils read and looked carefully at pupils' work in lessons and work they had completed over time in their books. The inspection team attended assemblies, observed pupils' behaviour at play, eating lunch and in lessons and met with pupils to listen to their views.
- Meetings were held with staff, pupils and representatives from the governing body and the local authority.
- Inspectors took account of the views of parents and carers through the 83 responses to the online survey Parent View, of those who responded to the school's own questionnaire and of parents and carers spoken to informally during the inspection. Inspectors also took account of the 38 questionnaires completed by staff.
- Among the documents reviewed were those relating to child protection, safeguarding and behaviour, information about pupils' academic performance, minutes of governing body meetings, the school's self-evaluation and development planning, and documents outlining the checks leaders make on the quality of teaching.

Inspection team

Jeanie Jovanova, Lead inspector	Additional Inspector
Peter Thrussell	Additional Inspector
Bimla Thakur	Additional Inspector

Full report

Information about this school

- This is a larger-than-average sized primary school.
- The proportion of disabled pupils and those with special educational needs supported through school action is higher than the national average while the proportion of those supported at school action plus or with a statement of special educational needs is similar to the national average.
- The proportion of pupils for whom the school receives the pupil premium (additional funding for children looked after by the local authority, pupils known to be eligible for free school meals and children of service families) is similar to the national average. There are currently no pupils from service families on the school roll.
- There are far more pupils from minority ethnic backgrounds than is the case nationally. Pupils come from a wide range of different backgrounds and many of them speak English as an additional language, some at the very early stages of learning English.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There have been some staff changes since the previous inspection, including a new headteacher.

What does the school need to do to improve further?

- Ensure middle leaders further contribute to whole-school improvements in the quality of teaching by being more directly involved in lesson observations.

Inspection judgements

The achievement of pupils

is outstanding

- Children enter the Early Years Foundation Stage with skills at levels lower than those typical for their age in most areas of learning. By the time they leave the school at the end of Key Stage 2, attainment is significantly above average in reading, writing and mathematics. The proportions of pupils gaining both expected levels and higher than expected levels are significantly above national figures which shows outstanding progress from typically low starting points.
- Excellent teaching and expert subject knowledge gained through targeted training for all staff have resulted in an improvement in the number of pupils meeting the expected level in the Year 1 phonics screening check, which is now above last year's national average.
- Success at phonics underpins the confidence in and love of reading that pupils increasingly develop as they move through the school. Pupils unanimously agree that they will carry on reading as adults because they see books as fun and are committed to reading every day.
- Results in national tests at the end of Key Stage 1 have risen year on year because the school makes regular and detailed checks to ensure pupils make rapid progress and are acquiring the skills needed to succeed in Key Stage 2.
- The specific needs of disabled pupils and those who have special educational needs are extremely well met because well-trained and highly skilled teachers and teaching assistants make rigorous checks on pupils' learning and progress. This ensures they are equally as outstanding as those of other groups.
- Pupils for whom the school receives the pupil premium make even more progress than the outstanding progress made by their classmates because additional support paid for by the funding, such as specialist small groups for English and mathematics, is highly effective in accelerating progress. Consequently, the gap between their attainment and that of other groups in school is narrowing rapidly. For example, in the latest published figures available, the gap in mathematics had closed, and the gap in reading was half that of the national gap, at just over the equivalent of one term.
- Pupils who speak English as an additional language make exceptional progress because their needs are carefully planned for. For example, specially trained teaching assistants support pupils at the very early stages of learning English skilfully by using pictures and simple repetition.
- The school's commitment to promoting equal opportunities and tackling discrimination can be seen in the way it ensures that all groups benefit equally from its outstanding performance and share the fruits of its drive for excellence.

The quality of teaching

is outstanding

- There is a strong emphasis in the Early Years Foundation Stage on helping children to develop key skills and the concentration and stamina needed to focus on learning tasks and get the most out of the excellent range of activities on offer. This positive start to their education contributes to the high levels of interest and motivation pupils show across the school.
- The teaching of writing elicits outstanding outcomes for pupils because teachers root writing in relevant experiences so pupils have a deep understanding of what they are being asked to write about. For example Year 2 pupils were totally immersed in creating new adventures for a key character following a visit by the author who created him. Year 6 pupils were writing extraordinarily moving diary entries as if they were evacuees to the country, with all its sights and sounds, after a recent trip organised as part of their Second World War topic.
- The teaching of reading is equally carefully planned. Topics are themed around key texts. This means pupils get an in-depth understanding of how authors play with language for best effect. Pupils clearly understand that this exposure to high-quality reading materials helps them become better writers.
- Teachers use a range of imaginative strategies to inspire and motivate. At the heart of this there

is a clear understanding of what all pupils, irrespective of their starting points, need to do to make leaps in their progress across a range of subjects. Teachers pre-empt misconceptions and make careful checks during lessons to ensure all have fully understood.

- The quality of pupils' responses to comments made by teachers when marking work in books is further proof of pupils' level of commitment to their own learning, as is their outstanding ability to edit and improve their own work.

The behaviour and safety of pupils are outstanding

- Pupils' attitudes to learning are exemplary. They approach lessons with enthusiasm because they know that they will be given the chance to deepen their understanding through topics that interest them.
- Pupils respond exceptionally well to opportunities to learn independently such as using tablet computers to record answers to mathematical problems which the teacher can check at a later date.
- The school promotes its six values throughout the year and expectations are that all will adhere to these values in the way they live their lives. This fosters strong relationships and ensures that trust and respect are at the heart of interactions between all members of the school community. Pupils respond equally well to their class teachers, visitors into school, specialist coaches and temporary or part-time staff.
- Peer mediators, chosen from among the pupil body, ensure that playtimes and lunchtimes are harmonious, busy and fun. Pupils have a broad range of equipment and resources, and lunchtime clubs offer opportunities for more structured learning.
- Pupils enjoy being given roles of responsibility because they feel that these roles will help them develop better habits themselves which they recognise as important attributes for the world of work.
- Pupils love coming to school and this has been reflected in levels of absence reducing year on year so that attendance is now above average.
- Pupils feel very safe at school, and the overwhelming majority of parents and carers who responded to the online survey support this view. Pupils appreciate how much the school does to help them keep safe such as holding cycling courses to teach road safety. They are articulate about other safe practices, such as never giving out personal details online, and relate developing healthy lifestyles to being safe from potentially dangerous conditions such as heart disease.
- Pupils are very clear about different forms of bullying. While they are emphatic that it does not happen at school, they understand that measures such as peer mediators and learning mentors ensure that this remains the case. Pupils unanimously, in several different forums, told inspectors how well everyone respects each other.
- The school works exceptionally well with pupils who have particular behavioural needs. This has seen the number of exclusions fall dramatically to zero over the last few years.

The leadership and management are outstanding

- The school is driven by the conviction that all its pupils can succeed. Its core values are aimed at teaching pupils to be considerate citizens and aspirational, hard-working members of society.
- To meet their goal, leaders invest a lot in maintaining the high quality of teaching that produces outstanding outcomes for pupils. In feedback, teachers told inspectors that their professional development was exceptionally well catered for and documentation shows checks made on the quality of teaching are rigorous and detailed. Teachers are set aspirational targets and meet them by working together to share best practice.

- School leaders' understanding of the school's strengths is excellent. They are extremely accurate in pinpointing the details that need to be developed further and their pursuit of excellence has secured outstanding outcomes for pupils over time with many measures increasingly outstripping national figures.
- Middle leaders have produced a range of innovative and highly effective measures to support teachers in ensuring pupils make equally outstanding progress across the rest of the curriculum as they do in English and mathematics. However, there are missed opportunities for middle leaders to influence the quality of teaching further by using their expertise to conduct lesson observations and give detailed feedback.
- The curriculum is very well thought out. Topics are planned so that they help develop key skills in English, communication and mathematics as well as deepen pupils' understanding across a range of subjects. Strong links are made across subjects. For example, a topic based around Ted Hughes' classic book *Iron Man* asks the really big question of how technology affects our everyday lives and so gives pupils the opportunity to look in depth at the range of technology available to them.
- Pupils' spiritual, moral, social and cultural development is exceptionally well promoted, as is their physical well-being. The breadth of the curriculum ensures cultural horizons are broadened. The focus on respect and collaboration ensures high levels of social skills. Spirituality is nurtured in assemblies but also because pupils learn to appreciate and respect nature, art and literature in great depth. Moral and ethical issues are regularly discussed and sport, fitness and keeping healthy are interwoven into all elements of learning.
- Sport and physical education are already a key part of the school life and pupils have nothing but praise for the range of clubs, which are all very well attended. The sports leader has identified some areas for further improvement and has drawn up detailed plans to ensure the new sports funding is used effectively to develop teachers' skills and thereby increase the school's capacity to deliver a high-quality curriculum.
- Based on the successful implementation of development plans since the previous inspection, it is clear that leaders and governors have the capacity to maintain and build on current outstanding performance.
- The local authority is in agreement with the school's self-evaluation, has a very positive relationship with school leaders and provides light touch support when the school requests it.
- **The governance of the school:**
 - Governors are a key force in the drive for excellence. They have in-depth knowledge of the school and are proud of how well it compares to other schools. They constantly update their skills by attending relevant training and by recruiting new members with specific skills to meet identified gaps. They have very ably supported the headteacher in establishing the highest expectations of staff and pupils and ensuring that the quality of teaching remains high, questioning any anomalies in outcomes for groups or individuals. Governors ensure that stringent performance management procedures are in place and that teachers' advancement on the pay scale is dependent on the quality of their work remaining high, and underperformance of any kind is not tolerated. They manage the school's finances carefully and ensure that the pupil premium is spent effectively in narrowing gaps in attainment. Safeguarding is high on the governors' agenda and they insist that all statutory requirements are rigorously met.

What inspection judgements mean

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

School details

Unique reference number	100590
Local authority	Lambeth
Inspection number	427412

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	504
Appropriate authority	The governing body
Chair	Giles Barnard
Headteacher	Paul Robinson
Date of previous school inspection	18–19 May 2010
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