

Woodlea Primary School

Atholl Road, Whitehill, Brodon, GU35 9QX

Inspection dates 5–6 November 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Inadequate	4
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Inadequate	4

Summary of key findings for parents and pupils

This is a school that requires special measures.

- Leadership and management are inadequate. Senior leaders and governors have allowed too many teachers to change roles at the beginning of this term leading to considerable instability and deterioration in achievement.
- Self-evaluation and development planning are weak. There is no improvement. The negative impact of recent changes has led to a rapid decline in the school's overall effectiveness.
- Members of the governing body mistakenly assumed that senior leaders had introduced suitable monitoring procedures but new leaders are unable to check on the effectiveness of their areas of responsibility because they lack the expertise or information to do so.
- School leaders have not provided teachers with sufficient support for them to carry out their new responsibilities. Teachers do not know how to plan well for the pupils in their class so the quality of teaching is inadequate.
- Pupils' achievement is inadequate because their learning and progress have deteriorated due to poor teaching, particularly in Key Stage 1.
- Planning in the Early Years Foundation Stage is weak. Children are not being provided with the range of experiences that encourage them to explore learning. The school is not making suitable checks on their progress and development.
- Pupils do not always concentrate well in lessons that do not meet their needs; in these instances, they become restless and noisy.

The school has the following strengths:

- The new headteacher has quickly gained the confidence of teachers, pupils and parents and carers.
- The school's setting is used to pupils' advantage in providing interesting learning experiences in the forest school which promote their personal development well.
- Pupil premium funding has been used effectively to encourage eligible pupils to commit to learning and to raise their attainment.
- Teaching assistants are skilful and provide invaluable support for groups of pupils especially disabled pupils and those with special educational needs.

Information about this inspection

- The inspectors observed learning in 13 lessons taught by seven teachers. Of these observations, three were conducted jointly with the headteacher.
- Meetings were held with the vice chair of the governing body, the headteacher, a representative from the local authority, teachers and groups of pupils.
- There were 47 responses to the online questionnaire (Parent View) and inspectors took account of the views of the parents and carers they met at the school.
- The inspectors looked at various documents, including the records of pupils' progress, the school's self-evaluation, development plans, behaviour and attendance records and safeguarding procedures.

Inspection team

Juliet Jaggs Lead inspector

Additional Inspector

Keith Homewood

Additional Inspector

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

The school should not appoint newly qualified teachers.

Information about this school

- Woodlea Primary School is smaller than most primary schools.
- The majority of pupils are of White British heritage and a lower-than-average proportion of pupils are learning English as an additional language.
- The proportion of pupils eligible for the pupil premium, which provides additional funding for children in the care of the local authority, pupils known to be eligible for free school meals and those from service families, is below average. There are no pupils in the care of the local authority currently at the school.
- The proportion of disabled pupils and those with special educational needs receiving support at school action is above average. The number supported at school action plus or with a statement of special educational needs is below average. These pupils' needs are associated with learning and behavioural, emotional and social difficulties.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- There were a number of staffing changes in September 2013. A new headteacher was appointed, two new teachers joined the school and most other teachers moved to teach classes in different year groups and key stages. The deputy headteacher is currently absent.

What does the school need to do to improve further?

- Improve the quality of teaching to secure rapid progress for all groups of pupils, particularly at Key Stage 1, by ensuring all teachers:
 - receive training to help them understand the capabilities of the groups of pupils they teach and how to use assessment information well, so that they can plan appropriate learning activities
 - plan interesting activities that reflect pupils' interests and aptitudes so that they commit to learning and behave consistently well in lessons
 - plan activities in lessons that follow on logically so that there is a clear development in the way pupils learn about new ideas and they can build on what they know
 - explain what pupils will be learning in simple language so that all pupils can understand what is expected of them
 - develop their questioning skills so that they gain a better understanding of how well pupils are learning and adapt lessons accordingly, depending on pupils' responses
 - set pupils targets and involve them in checking on their progress so that they understand how to improve
 - provide opportunities for pupils to follow up on teachers' guidance in the marking of their books so that they learn by making corrections to their work.

■ Raise pupils' attainment by:

- ensuring pupils practise blending the sounds made by different letters consistently so that they can read unfamiliar words successfully
- giving pupils effective opportunities to write about their own ideas at length
- providing mathematical problems that allow pupils to calculate answers for themselves
- ensuring children in the Early Years Foundation Stage are given imaginative activities and can interact with adults who encourage them to explore their ideas further by themselves.

■ Improve the effectiveness of leadership and management by:

- introducing a rigorous monitoring schedule so that senior leaders can more accurately evaluate the effectiveness of the school
- ensuring senior leaders enable middle leaders to check the quality of provision and outcomes in their areas of responsibility
- making sure middle leaders analyse the information they gather to determine priorities for improvement and produce action plans to address these priorities
- assessing children's current levels of development in the Early Years Foundation Stage and use this information to plan relevant activities that meet all children's developmental needs
- ensuring senior leaders hold staff to account for using information about pupils' progress to plan effective lessons that have a positive impact on pupils' learning
- ensuring governors receive all the information they need and that they use this more effectively to hold all leaders to account.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The achievement of pupils

is inadequate

- Achievement is inadequate because pupils currently in the school are underachieving, especially those at Key Stage 1. In the most recent past, Key Stage 1 pupils' achievement improved so that it was above the national average but the attainment of these pupils now is well below this level because of weaknesses in teaching.
- Pupils do not make good progress because lesson activities do not provide opportunities for them to learn by thinking things through for themselves. For example, pupils in Key Stage 2 learn mathematical facts but do not have enough opportunities to investigate patterns in numbers or to calculate solutions to problems. Literacy activities are too limiting because pupils are not encouraged to express ideas in their own words in extended pieces of writing.
- Children currently in the Early Years Foundation Stage are not developing the full range of skills necessary for them to move confidently into Year 1. They spend too long on unimaginative activities before adults encourage them to explore their ideas further by themselves.
- Systems used to help pupils learn their letters and the sounds they make (phonics) to develop their reading skills are not used consistently well. Pupils in Key Stage 1 do not have the skills necessary to read unfamiliar words successfully but pupils throughout the school enjoy books. One pupil in the library was heard to exclaim, 'I want to jump inside this story!'
- The progress made by disabled pupils and those with special educational needs is improving because of the extra support they receive in small groups.
- The school promotes equality of opportunity in supporting the learning of pupils eligible for pupil premium funding in well-planned extra group sessions. These are beginning to have a positive impact on the achievement of these pupils overall, because pupils from service families are beginning to make good progress. However, pupils known to be eligible for free school meals are still one year behind their peers in writing and mathematics.
- The progress of pupils learning English as an additional language is consistently better than that of their peers because they are keen to contribute in class.
- The achievement of pupils at Key Stage 2 has been too variable since the previous inspection. Pupils' attainment in reading and writing has fluctuated and is now broadly average. Improvements in mathematics have been sustained and more-able pupils are reaching the higher standards.

The quality of teaching

is inadequate

- Teaching is inadequate because teachers do not know enough about the capabilities of the pupils in their class. Poor planning means pupils often begin tasks that are not at the right level for them. As a result, teachers are not able to recognise the signs that some pupils need simpler work and that others are ready to move on much more quickly.
- The language teachers use to tell pupils what they will be learning about is often too difficult for the pupils to understand. This means that pupils are less able to become fully involved in learning from the beginning of the lesson. The checklists and worksheets teachers prepare help pupils complete tasks, but they find it hard to concentrate when they do not know what they are trying to achieve. As a result, their behaviour deteriorates
- The teaching of reading is weak. Adults teach pupils to read 'Woodlea words' (the words used often by pupils) differently to the way pupils learn to use their phonics knowledge. This confuses pupils and they do not make good progress in early reading.
- Pupils are not given enough opportunities to build on new mathematical skills, so they do not make good progress or learn from their successes and from making corrections.
- Teachers do not use discussions consistently well. A lack of careful planning means some teachers do not fully consider how to encourage pupils to talk about their ideas so that they are motivated to write. An emphasis on completing short tasks means too many pupils rely on their

teachers to tell them what to write. In the better lessons, teachers encourage pupils to share their different points of view. For example, pupils in Year 5 were able to pool their ideas about poems read previously in order to analyse a new, unfamiliar piece of text.

- Teachers use a limited range of questioning techniques to check pupils' level of understanding. They miss opportunities to find out what pupils already know before they begin tasks so pupils are not learning how to build on this information. Teachers too readily choose a few pupils with their 'hands up', accepting their answers as evidence that the rest of the class is ready to move on rather than probing more deeply to see if all understand the work in hand.
- Teachers' feedback in their marking has a limited impact on pupils' progress. Although pupils in Year 6 carefully review their English targets with their teacher so they understand how to improve, this is not the case in all classes. Pupils are not given time to respond to the comments in teachers' marking of their books so they are not able to learn by making their corrections.
- Disabled pupils and those with special educational needs make better progress when they are supported outside the classroom. Teaching assistants show them how to respond well so they can be more successful when working on their own.

The behaviour and safety of pupils

require improvement

- Pupils' behaviour requires improvement when tasks in lessons do not stimulate their interest, match their needs or give them the confidence to learn by themselves. Pupils in Key Stage 1 then find it hard to sustain their concentration and often become restless and noisy whereas older pupils become subdued as they complete tasks.
- Although some parents and carers questioned whether the behaviour policy is helping their children understand how to improve their conduct, pupils say that there is a growing commitment to the 'Good to be green' policy for rewarding good behaviour in class.
- There are not enough opportunities for children to work independently in the Early Years Foundation Stage. Older pupils are loyal to their house groups and they take pride in their responsibilities, such as 'guiding' pupils new to the school.
- Pupils understand the risks associated with the internet and they say that they feel safe at school. They know the various forms of bullying and admit that there are very occasional incidents in school. When these happen, some pupils prefer to deal with the situations sensibly themselves but when incidents are reported to staff, they are dealt with swiftly and effectively.
- Pupils' attendance has improved so that it is above the national average overall. Systems to follow up on the attendance of particular groups are effective so pupils supported by the pupil premium are now more committed to school.

The leadership and management

are inadequate

- In spite of repeated calls for a response from a local authority representative, senior leaders and governors have been slow to provide training and support for leaders and teachers in adapting to new roles and responsibilities. Governors have taken too much on trust and presumed that new leaders would implement checking systems. They are not holding new leaders to account for monitoring the quality of teaching or the impact on pupils' achievement so there has been a rapid decline in teachers' effectiveness and pupils' progress.
- Senior leaders have not made assessment procedures a priority so teachers are not referring to assessment information to ensure that they prepare activities at the right level to meet pupils' various needs. There are no effective systems to ensure that children in the Early Years Foundation Stage learn through engaging in a wide range of activities and there are no formal tracking and assessment procedures to monitor their progress and development.
- Self-evaluation is over generous so the school has been mistaken about its capacity to accommodate so many changes in personnel at the beginning of this term. New leaders have yet to establish their own view of the school's effectiveness. They have not undertaken rigorous

monitoring activities because they lack the expertise to check how well teachers in their areas are doing. They are unaware of the extent of the impact on pupils' learning of moving teachers from one key stage to another and they have not been able to identify priorities for improvement or action plans to tackle these issues.

- Development plans to address the recommendations made at the time of the previous inspection lack the rigour necessary to bring about effective improvement. As a result, the pace of improvement has been slow. Priorities previously identified still form the main focus of the school's work. Improvements that have been made are fragile.
- Teachers are not able to implement the curriculum well for pupils in their classes so pupils are not developing their knowledge and skills as quickly as they should. There are, however, some stronger features. The forest school, for example, supports pupils' social development well and encourages them to reject any discrimination.
- The new headteacher has had a positive impact on improving relationships within the school. He has developed a good rapport with pupils, staff morale is high and they are keen to develop their skills.
- Subject leaders have been working closely with staff from the local authority who have helped them to develop policies that have resulted in a more consistent approach to learning over time. This work has been more successful in mathematics where pupils' achievement was improving year on year.
- Additional sports funding is being used to provide specialist activities for pupils in Key Stage 2 so that the number of pupils taking part in physical activities increases and more pupils develop their understanding of what constitutes a healthy lifestyle.
- **The governance of the school:**
 - Members of the governing body did not provide effective challenge as school leaders sought to change staffing arrangements. This has resulted in too many teachers moving from one key stage to another at a time when a number of new colleagues have joined the school. Members of the governing body have not held new leaders to account for maintaining standards of teaching and progress as these changes have taken place. They do not have an accurate view of new leaders' capabilities or of the current quality of teaching. Governors understood the need to improve pupils' attainment in English and they had asked school leaders to provide them with information about progress over time so that they could pose more searching questions about the effectiveness of teaching. They were aware how teachers' performance was being managed, checked that weaknesses were being tackled and that pay awards reflected good teaching. The governing body manages financial resources effectively and has reduced, and now controls, a small deficit. Systems have been implemented to check that extra activities for those eligible for pupil premium are effective, and this has resulted in a positive impact on these pupils' achievement. Those with particular expertise in safeguarding work closely with the school to ensure that procedures are effective.

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	116250
Local authority	Hampshire
Inspection number	426450

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	187
Appropriate authority	The governing body
Chair	Leslie Webber
Headteacher	Neil Reeves
Date of previous school inspection	5–6 October 2011
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