

Woodlands Infant School

Hunt Road, Tonbridge, Kent, TN10 4BB

Inspection dates 29–30 January 2014

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

Summary of key findings for parents and pupils

This is a good school.

- Children are taught and cared for very well in the Early Years Foundation Stage. They make very good progress and are very well prepared for Year 1.
- Pupils across the school make rapid progress in all subjects. A higher proportion of pupils achieve results at expected levels at the end of Key Stage 1 than in most other schools.
- Overall teaching is good across the school and some is outstanding. Pupils learn well because their teachers and teaching assistants communicate well with them.
- Pupils typically demonstrate positive attitudes towards school and enjoy learning. They are courteous and behave well towards one another. Pupils feel safe and well cared for in school.
- The school offers pupils very good opportunities for their spiritual, moral, social and cultural development, including through a wide range of clubs.
- Leadership is good because the strong direction and high expectations of the headteacher, senior leadership team, other leaders and governors have led to improvements to teaching and pupils' achievement over time.

It is not yet an outstanding school because

- Too few of the most able pupils achieve results at the higher levels in mathematics at the end of Key Stage 1.
- Not enough teaching is outstanding. The most able pupils are not given consistently high levels of challenge in their mathematics lessons.
- The school's analysis of data about different groups of pupils' achievement is not as clear or precise as it could be. It does not yet inform teaching as much as it could.

Information about this inspection

- The inspectors saw teaching in every class. They observed one assembly, 18 lessons and pupils' behaviour in the playground and at lunchtime. Eight lessons were observed jointly with the headteacher or deputy headteacher.
- Discussions were held with pupils, one member of the governing body, the headteacher and other members of staff.
- The inspectors observed many aspects of the school's work, including supervision and support for pupils who need extra help. They heard pupils read and examined pupils' work in their exercise books and on classroom and corridor wall displays.
- The inspectors looked at a number of documents, including plans for what pupils will learn in each subject, plans for the school's future development, the school's use of sports premium and pupil premium funding, the school's arrangements for keeping pupils safe, pupils' attendance records, minutes of governing body meetings, records of how pupils' learning is checked and tracked and records of how the quality of teaching is checked.
- The views of parents were taken into account through taking note of the 53 responses to the online Parent View survey and discussions with several parents at the start of the school day.
- Staff views were taken into consideration by looking at questionnaires completed by 25 staff members.

Inspection team

Steven Popper, Lead inspector

Additional Inspector

Penny Spencer

Additional Inspector

Jill Thewlis

Additional Inspector

Full report

Information about this school

- The school is a larger-than-average-sized infant school.
- The proportion of pupils who are eligible for additional government funding, known as the pupil premium, is much lower than the national average. This extra money is provided for children in local authority care, children with a parent in the armed services and those known to be eligible for free school meals. The proportions of pupils with a parent in the armed forces or in local authority care currently on roll are lower than the national average.
- The proportion of disabled pupils and those with special educational needs supported through school action is above average, while the proportion of pupils supported through school action plus is below average. There are three pupils with statements of special educational needs currently on roll. Some pupils have speech, language and communication needs, whilst others have behaviour, emotional, social difficulties or other needs.
- Most pupils are of White British heritage.
- The number of pupils joining or leaving the school other than at the usual times are lower than in most other schools.
- The school does not currently operate any alternative provision for pupils.
- Children in the Early Years Foundation Stage have three Reception classes provided for them.

What does the school need to do to improve further?

- Ensure that all teaching is as good as the best by raising the level of challenge for the most able pupils in mathematics so they can achieve to their highest level.
- Develop more precise presentation and analysis of data about the achievement of different groups of pupils and use this to inform teaching.

Inspection judgements

The achievement of pupils

is good

- Children enter the Early Years Foundation Stage with skills that are slightly lower than typical for their age. They make very good progress and leave the Reception year very well prepared for Year 1.
- Results of national screening in phonics (linking letters to the sounds they make) have been low over time but are now higher than in most other schools. This is because of recent improvements to teaching in this area.
- A greater proportion of pupils achieve results at expected levels in reading, writing and mathematics at the end of Key Stage 1 than in most other schools, and these results have improved over time. Pupils' results in writing at expected levels are particularly strong.
- A greater proportion of the most able pupils achieve results at the higher levels in reading at the end of Key Stage 1 than in most other schools. However, pupils' most recent results at the higher levels in writing were slightly lower than in most other schools, and in mathematics were particularly low. This is why the achievement of pupils is not outstanding.
- Most pupils across the school make rapid progress in all subjects. Disabled pupils and those with special educational needs typically make particularly rapid progress from their starting points. This is because they receive well-tailored support in English and mathematics.
- The gap in progress between pupils eligible for pupil premium funding and other pupils is being closed successfully by the school. There is a gap in performance of about one and a half terms at the end of Key Stage 1. This is a much narrower gap than in previous years.
- All parents who offered an opinion expressed positive views their children's progress.

The quality of teaching

is good

- Overall, teaching across the school is good with some that is outstanding. However, teaching has not yet led to consistently strong results at the higher levels in mathematics at the end of Key Stage 1.
- Pupils and staff have good working relationships. Teachers know their subjects well, and communicate clearly and precisely about the different aspects of the subjects at hand. Pupils learn and progress well as a result.
- Pupils, including the most able, are given work that challenges them well in English. This is one reason for the pupils' strong results in writing at expected levels at the end of Key Stage 1. However, the most able pupils do not consistently receive similarly high levels of challenge in mathematics. Teaching is less effective where staff are not consistent about what they expect from pupils. Pupils are sometimes allowed to lose focus or work at too slow a pace. Their progress, learning and attitudes to learning are less strong as a result.
- Teaching assistants support learning well across the school and often engage pupils in high-quality dialogue and questioning. The pupils they support make rapid progress as a result.
- Children in the Early Years Foundation Stage learn through interesting and imaginative topics. Very good use is made of the outside area and classroom spaces shared by all three classes. Children are given good opportunities to develop and apply their writing skills. Staff are caring and have excellent relationships with children.
- Teachers offer pupils clear advice about how to improve their work, both in lessons and in written feedback. Pupils' attention is drawn to the strengths of their work and where it needs to improve.
- All pupils spoken to by the inspectors praised the quality of teaching and said they enjoyed their lessons.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils' attitudes to learning are typically positive. Although, they can sometimes lose focus, become inattentive or use time poorly during the few times when teaching is less strong. This is why the behaviour and safety of pupils are not outstanding.
- Pupils' conduct in lessons, in the playground, during lunchtime and when travelling around the school is good. Pupils are courteous and respectful and look after each other.
- Pupils who talked to the inspector felt that there was very little bullying in the school and that staff would deal with any incidents swiftly, effectively and fairly. Pupils said that they felt safe and well cared for, that teachers were 'very helpful' and that 'there are lots of friends in the playground'.
- The school's management of pupils' behaviour is effective and expectations of behaviour are clear. There have been very few incidents of poor behaviour over time. The school's work to keep pupils safe and secure is good. Pupils know how to keep themselves safe in different situations, including when online. They are taught how to resolve conflicts and why bullying and extreme behaviour such as racism are not acceptable.
- Attendance, including the attendance of pupils eligible for pupil premium funding, has improved over time and is now higher than expected nationally. This is because of the school's clear attendance policy and good relationships with parents, and because pupils enjoy coming to school.
- Most parents who expressed an opinion thought that behaviour in the school was well managed and all thought that their children were safe, happy and well looked after.

The leadership and management are good

- The headteacher, senior leadership team, other leaders and governors have high aspirations for the school. The headteacher and senior leaders have established a culture of high expectations across the school. However, these strong expectations have not yet resulted in consistently impressive results at the higher levels at the end of Key Stage 1 or in teaching that is consistently as good as possible. This is why leadership and management are not outstanding.
- The school's self-evaluation is broadly accurate, but tends to emphasise the school's strengths and underplay the areas where the school needs to improve. However, all leaders have a realistic view of the school and a clear understanding of where it needs to improve.
- The school's monitoring of the quality of teaching has become more rigorous. Teachers are properly held to account for their pupils' achievement and the quality of their teaching, which has improved over time as a consequence. Performance management arrangements ensure that strong teaching and results are rewarded appropriately and that any weaknesses are not accepted.
- School leaders know pupils well and can talk about their progress accurately and with understanding. The school is developing its presentation and analysis of data about the achievement of different groups of pupils, but these are not yet as sharp or precise as they could be. They do not yet inform teaching and target setting as effectively as possible.
- Middle and subject leaders are effective. They are actively involved in monitoring the quality of teaching and pupils' achievement in their areas of responsibility. Subject leaders lead training well for other staff and are preparing the school for the implementation of the new National Curriculum.
- Pupils learn a broad range of well-planned subjects through engaging and interesting topics that give pupils many opportunities for them to apply their literacy skills. Subjects are brought to life through trips and visits from various professionals, such as the emergency service personnel and vets. For example, the week of the inspection included a Victorian school day and a visit from an actor that involved the pupils in drama about the Great Fire of London. These events entranced the pupils and developed their learning considerably.
- There are very good opportunities for pupils' spiritual, moral, social and cultural development.

The pupils are given moments for reflection and learn about different ways of life. A wide range of clubs provide musical, cultural and sporting opportunities. Pupils learn to develop tact and respect for each other through assessing each other's work. Equality of opportunity is promoted well and the school actively works against discrimination.

- Sports premium funding is spent effectively to engage pupils with a good range of sports, renewing physical education equipment and developing teachers' subject knowledge and skills, particularly in dance and gymnastics.
- Pupil premium funding is spent on effective use of teaching assistants to deliver one-to-one and small-group tuition in English and mathematics for eligible pupils. These measures have contributed to the narrowing of the gap between the different groups of pupils.
- The school ensures that all pupils are safe. It keeps appropriate and up-to-date records of its work in this area and meets statutory requirements.
- The local authority has offered appropriate light touch support to the school. It has given training to teachers and governors and helped monitor the quality of teaching and the achievement of pupils.
- Most parents who offered an opinion considered the school to be well led.

■ **The governance of the school:**

- Governors are capable and active. They have received training about pupil performance data, safeguarding and other aspects of school provision. Governors challenge the school well and understand where the school needs to improve. They set the headteacher and deputy headteacher performance management targets that reflect the key priorities of the school. Governors monitor the quality of teaching through informal visits to the school and through consideration of pupils' progress and results. They check that teachers are supported and challenged appropriately and that any underperformance is not accepted. They scrutinise school finances carefully, including the use and impact of pupil and sports premium funding. Their impact on the school's drive for improvement is good.

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	118466
Local authority	Kent
Inspection number	441040

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

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	5 November 2010
Telephone number	01732 353655
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