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Mrs Dawn Casson and Mrs Jackie Glover
Interim Headteachers
Woodlea Primary School
Atholl Road
Whitehill
Bordon
GU35 9QX

Dear Mrs Casson and Mrs Glover

Special measures monitoring inspection of Woodlea Primary School

Following my visit to your school on 25 March 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions which have been taken since the school's recent section 5 inspection.

The inspection was the first monitoring inspection since the school became subject to special measures following the inspection which took place in November 2013.

Evidence

During this inspection, Her Majesty's Inspector held meetings with one of the interim headteachers, the Chair of the Governing Body and two other governors, and a representative from the local authority. The inspector toured the school with members of the leadership team and visited every classroom. The local authority's statement of action was examined, together with the school's action plan and a range of documentation, including the governing body minutes.

Context

The previous headteacher left the school at the end of December and two interim headteachers are sharing leadership for the spring term. During the summer term, the school will be led by two different interim headteachers. The deputy headteacher returned in December and is working for three days a week. The Key Stage 1 and 2

leaders had changed over responsibilities at the time of the section 5 inspection. This arrangement was reversed from January so that they returned to their familiar roles.

The quality of leadership and management at the school

It is clear that you have focused with urgency and determination on the areas needing improvement. You have put in place a rigorous system to check teachers' planning, lessons and pupils' work, and given staff clear guidance about the changes you expect to see. You have provided challenge and support in equal measure, and taken full advantage of the wide-ranging support offered by the local authority.

My visits to classrooms showed early impact of your work with staff. Reception children now benefit from a range of creative and practical activities, inside and outside. On the day of the visit, they had made porridge and were engaged by an imaginative approach. In Key Stages 1 and 2, teachers were using simple, clear language to explain to pupils what they were learning and pupils were well behaved. The school's marking policy has been revised and there are signs in pupils' books that teachers are now using this more consistently. Some pupils are starting to respond to their teacher's marking by adding comments of their own. Well-presented displays around the school show that pupils are now being given opportunities to write at greater length, using their own ideas.

Senior leaders have now reviewed pupils' progress with each teacher and they have made it clear how teachers should use this information when they plan lessons. Teachers have been given a specific format to help them plan activities that are appropriate for different groups of pupils and which logically develop their learning.

English and mathematics leaders have received guidance from you and local authority consultants. This has helped them to draw up suitable action plans which they are beginning to put into practice.

You are following closely the requirements of the school's action plan. The plan covers all the areas of weakness. The steps to be taken are appropriate and show a sense of urgency, which will be required if the school is to improve as quickly as the governors and local authority expect. The plan sets out clearly how the governing body and the local authority will check and measure the school's improvement.

Both the school's action plan and the local authority's statement of action set out detailed plans up to July. This is intentional because a new headteacher is being recruited for September and both documents are due for review during the summer term. At this point, it will be important to plan further ahead, showing clearly how future actions will secure consistent and established improvement.

Governors wasted no time in rising to the challenge of the inspection findings. Within a month, and through working closely with the local authority, action plans were drawn up and interim leadership was confirmed. Brave decisions were made about changes to class responsibilities from January. The external review of governance has been completed and governors are taking steps to strengthen the way they hold school leaders to account. The curriculum committee is already asking detailed questions about pupils' progress. Governors are also questioning the effect of new classroom resources on pupils' learning. These are positive signs.

New interim leadership has been arranged for the summer term in good time for an efficient handover. The governing body is working closely with the local authority to recruit a substantive headteacher for September 2014.

Following the monitoring inspection these judgements were made:

The local authority's statement of action is fit for purpose.

The school's improvement plan is fit for purpose.

The school may not appoint newly qualified teachers before the next monitoring inspection.

I am copying this letter to the Secretary of State, the Chair of the Governing Body and the Director of Children's Services for Hampshire. This letter will be published on the Ofsted website.

Yours sincerely

Siân Thornton

Her Majesty's Inspector