

Woodmansterne Primary

Carshalton Road, Woodmansterne, SM7 3HU

Inspection dates 11–12 September 2014

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because:

- In the 2013 national tests, achievement in writing was significantly below the national average. Writing improved in 2014 but achievement in mathematics declined.
- Teachers' marking does not always help pupils understand how to improve their work. Teachers do not always check to make sure that pupils act on the advice they have been given. Presentation is not consistent across the school.
- Pupils are not given enough opportunities to apply their skills in mathematics. As a result, pupils do not make enough progress because they are not encouraged to think for themselves.
- Pupils do not always have the resources they need to help them learn and understand the task they have been given.
- The most-able pupils are not given work that is hard enough. This limits their progress.
- Teachers do not check that pupils understand what they have to do, and this slows their progress.
- Information about how well pupils are doing is not always used by teachers. As a result, pupils spend time repeating work they can already do.
- The senior leaders do not have frequent enough meetings with teachers about the progress pupils make. Consequently, support is not always put in place quickly.
- Subject leaders, apart from those of English and mathematics, are not taking sufficient responsibility for checking the progress of pupils in their subjects. This means they do not have an accurate view of the progress pupils make.

The school has the following strengths

- The teaching, leadership, progress and behaviour of pupils in the Early Years Foundation Stage are all good. In 2014, more pupils gained a good level of development than found nationally. They are well prepared for entry to Year 1.
- Pupils behave well. They are courteous and polite. All staff apply the behaviour policy consistently.
- The progress pupils make is beginning to improve. Pupils are beginning to move towards the levels expected, especially in reading.
- Relationships within the school are warm. Pupils know who to go to for help. All pupils feel safe in the school.
- Parents and carers value the good communication between themselves and the teachers. They say the school is much better since the new headteacher took up post.
- The governing body provides support for the headteacher. Governors ask searching questions to check the progress of pupils.

Information about this inspection

- Inspectors observed 15 lessons, four of them jointly with the headteacher.
- Inspectors listened to pupils from Year 2 reading. Work in books was observed in detail.
- Meetings were held with the headteacher, other leaders within the school, a group of governors, a selection of pupils and a representative of the local authority.
- One inspector visited the breakfast club provided by the school.
- Inspectors took account of the 155 responses to Parent View (Ofsted’s online questionnaire), informal discussions with parents and carers before school and one letter from a parent. The 23 responses to the staff questionnaire were also analysed.
- The inspection team looked at a range of documents provided by the school. These included details of the progress pupils currently make, the governing body minutes, the school’s improvement plans and its evaluation of its work as well as information relating to attendance and the safeguarding of pupils.

Inspection team

Jill Thewlis, Lead inspector	Additional Inspector
Jan Edwards	Additional Inspector
Christopher Crouch	Additional Inspector

Full report

Information about this school

- This is a larger than average-sized school.
- The number of pupils who receive support from pupil premium (additional funding provided by the government for pupils known to be eligible for free school meals or who are looked after) is below the national average.
- The proportion of disabled pupils and those with special educational needs on the school roll is about one in five. This is similar to that found in most schools.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Since the previous inspection, a new headteacher has been appointed. She has been in post since mid-November 2012. A new coordinator for special educational needs and a new PE coordinator were appointed from September 2014.
- In the last academic year, 50% of the teaching staff left and new staff have been appointed.

What does the school need to do to improve further?

- Improve the standard of teaching in Years 1–6 so that it is at least good, with some that is outstanding, by:
 - ensuring that all teachers use the marking policy consistently so that pupils know how to improve their work and teachers check that they act on the advice given
 - ensuring that the presentation of pupils' work is consistent throughout the school
 - using questions that make pupils think hard, and to challenge their thinking and check their understanding
 - making sure that the tasks given to pupils, especially the most able, are neither too hard nor too easy, and that pupils are moved on to more challenging work more rapidly.
- Raise the achievement of all pupils in Years 1–6, especially the most able, by:
 - providing pupils with more opportunities to develop and apply their skills in mathematics
 - ensuring that teachers use assessment information more effectively so that pupils do not repeat work they already understand
 - ensuring that pupils have the right resources available to help them complete the task given.
- Improve leadership and management by:
 - providing more opportunities for subject leaders to check the progress of pupils in their subject
 - checking the progress of pupils more frequently so that support can be quickly put in place.

Inspection judgements

The leadership and management **require improvement.**

- Leadership and management require improvement because they have not secured good achievement for all pupils. They have not ensured that teaching is good.
- The school's own check on its progress is too generous. However, the school has correctly identified the areas in which it needs to improve.
- Teachers check the progress of pupils regularly but leaders do not use this information frequently enough to put in support where it is needed. Consequently, the progress of some pupils, especially the most able, is not good enough. The progress of other pupils, although improving, is inconsistent.
- The leaders for English and mathematics check the progress of pupils in their subjects. The actions taken by the English subject leader have ensured that pupils' attainment in writing has improved. The different arrangements for the teaching of phonics (the link between letters and the sounds they make) have resulted in much-improved progress. Plans have already been made by leaders to improve achievement in mathematics at the end of Key Stage 2. Other subject leaders do not have the same opportunities to check on the progress of pupils. As a result, some leaders are not able to take responsibility for their subjects.
- All teachers are checked to make sure they are teaching well. If this is not the case, the headteacher makes sure they have additional training. Teachers all have targets to improve. There is a clear link between pay rises and performance. Governors and an external adviser check the performance of the headteacher.
- Disadvantaged pupils did better than similar pupils nationally in 2013, but not as well as their classmates. Due to the effective action taken by the school, these pupils are now making better progress. This is not consistent in all year groups or subjects.
- The school community is clean and tidy. Staff, governors and pupils are proud of their school.
- The new curriculum has been well planned. It is broad and balanced, and taught through topics or themes, for example 'Turrets, towers and tunnels'. The previous curriculum did not deliver good achievement. It is too early to say whether or not the new plans will be more successful. The opportunities for the social, moral, cultural and spiritual education of pupils are in place. The school makes use of its parents and carers by inviting them into school to talk about their cultures. Festivals from around the world are celebrated. This helps to make pupils aware of different customs. The school grounds are extensive and beautiful. They give pupils many opportunities for spiritual development. Participation in sporting, artistic and musical activities is encouraged.
- Senior leaders use the primary sport funding well. Increased numbers of pupils are taking part in sport at school. Many of them are looking for opportunities to extend their sporting activities out of school. Two pupils are members of a running club and increasing numbers are joining the local cricket club.
- The headteacher and senior leaders know what they want to achieve for the school. The new headteacher has been relentless in eradicating all inadequate teaching.
- Parents and carers are supportive of the school. They think that things have got better since the new headteacher arrived. The school actively supports all parents and carers, especially those who find schools intimidating. This work helps pupils to achieve well.
- The school manages its money well. As a result, the school environment is well maintained and attractive.
- Pupils make progress in reading because they enjoy reading. Leaders have not yet taken effective action to ensure that the most able reach their potential in reading.
- The local authority has provided good support for the school and will continue to do so.
- All safeguarding arrangements meet requirements.

■ The governance of the school:

- Governors know the strengths and weaknesses of the school, including the quality of teaching and the performance of the school in relation to other schools. They make regular checks and ask searching questions of the headteacher. The school's budget is well managed. Governors receive frequent reports about the finances of the school. A skills audit has taken place and governors now recruit new governors according to the skills they can offer. Next year, the governing body will be restructured. A wide range of training has been undertaken which has resulted in a governing body which holds the school and its leaders to account. Governors are clear about the link between performance and pay rises. They check the performance of the headteacher with an external adviser. The use of pupil premium and primary sport funding are clearly understood. Governors receive regular reports about the use of this funding. Safeguarding responsibilities meet all requirements.

The behaviour and safety of pupils are good.

- The behaviour of pupils is good. It is not yet outstanding because, where teaching is less engaging, pupils occasionally lose interest. Consequently, the progress pupils make is slower.
- Teachers apply the behaviour policy consistently. This ensures that pupils understand the expectations of their behaviour. As a result, pupils are polite and courteous. They are respectful to all adults. Where they sometimes lapse, senior leaders are quick to address any problems. Warm relationships exist between all members of the school community.
- Behaviour at lunchtime and at breaktime is good. Pupils are able to play together collaboratively and co-operatively. Adults support pupils in their play, sometimes joining in. Pupils enjoy school and describe it as 'fun'.
- Pupils, their parents and carers, staff and governors all say that behaviour is good. Any poor behaviour is swiftly dealt with and bullying is rare.
- If there are serious incidents of bad behaviour, senior leaders quickly seek the advice of other professionals. This helps pupils to resolve their behavioural problems. All incidents of poor behaviour are recorded by the headteacher. These records are kept securely.
- Attendance is average and improving. Senior leaders have introduced new procedures for checking the attendance of pupils, including the introduction of fixed penalty notices for poor attenders. The school works well with other professionals to improve the attendance of different groups of pupils. Pupils are punctual to school and to lessons.
- There is a strong team spirit within the school. All pupils wear school uniform. There is no litter and the environment is clean and well kept. All pupils have equal opportunities to take part in activities. Discrimination is not tolerated.
- Procedures for returning to class after break need to be more rapid so learning time is not lost.
- The school's work to keep pupils safe and secure is good.
- Conversations with pupils show that they know what bullying is. They know how to keep themselves safe when using modern technology and beyond the school gates.
- Pupils know who to turn to for help. They could name several adults in the school from whom they would seek help.
- All safeguarding requirements are met. Pupils feel safe in the school, and parents and carers endorse this view. Visitors to the school are thoroughly checked.

The quality of teaching requires improvement.

- Teaching requires improvement because it is not helping pupils make fast enough progress to make up for past weaknesses in their achievement. This is especially true for the most-able pupils, who are not always challenged to do their best. Some pupils confirmed that they would like more demanding work.
- Information about how well pupils have done in previous classes is not used well enough. As a result, pupils are repeating work they can already do. Teachers do not adapt tasks quickly enough to allow pupils to make good progress.
- Half of the teaching staff are new to the school as of September 2013. The full impact of new staff has yet to be seen.

- Teachers remind pupils how to behave and treat others fairly to help promote social, moral, spiritual and cultural development.
- Termly topics provide pupils with opportunities to write for different purposes. This has helped to improve the attainment of pupils in writing since 2013.
- Questioning does not always extend the thinking of pupils, especially the most able. Teachers do not probe their understanding and progress is limited. Often, pupils do not have enough time to respond to questions before being given clues or the answer. For example, in a guided reading session, where pupils were looking for adjectives, a pupil came up with the word 'hypocrisy.' The teacher made a comment about it being a 'good' word but did not discuss this further.
- In mathematics, pupils are not given tasks which develop and apply their skills. Consequently, teachers are not able to fully assess their understanding. The most-able pupils are not given hard enough work and this impedes progress. Sometimes, there are not enough resources for all pupils to complete the task set.
- Marking is not consistent across the school in year groups or subjects. There is good marking in some subjects and classes, but not all. Pupils do not always know how to improve their work and do not always have time to respond to advice. The improvement in pupils' work is restricted. There is no consistent approach to presentation.
- Teaching assistants are not used well in some classes. Sometimes, pupils have to wait for the teaching assistant to give out equipment, and this wastes time and limits the progress pupils can make.
- Phonics is taught well. It has been reorganised and pupils this year have made better progress than in 2013. Children in the Reception class could use sounds to read simple words such as 'rob'.
- Pupils with special educational needs have good 'out-of-class' support. They make good progress in these groups. The activities they are given in class are not always well matched to their needs. Consequently, the progress they make is inconsistent.
- Disadvantaged pupils receive good support from additional programmes. This is helping them to make improved progress. The gaps between them and their classmates are narrowing.
- Reading is taught well. Pupils enjoy reading and can talk about the books they like. One pupil said, 'I love reading. It gives you peace and quiet.' Readers are able to apply their knowledge of sounds to read unfamiliar words. They all understand how to read with expression; even the less-confident readers use clues in the text. For example, if a word is written in larger, bold type, they know to say it more loudly.

The achievement of pupils

requires improvement.

- Achievement requires improvement because pupils do not make good progress throughout the school, especially in writing. In 2013, the attainment of pupils at the end of Key Stage 2 was broadly average or above in mathematics and reading, but they did not do as well in writing.
- Pupils leaving the school in 2013 had not made enough progress in reading, and particularly writing, from their starting points at the beginning of Key Stage 2. Their progress in mathematics had been much better.
- In 2014, attainment in writing improved and is now similar to the national average. Reading has continued to improve so that it is now above average. However, attainment in mathematics has declined and is well below that found nationally.
- Attainment at Key Stage 1 in 2013, in all subjects, was significantly above the national average. High standards have been maintained in mathematics for the last three years.
- Pupils taking the phonic screening check, in 2013 performed above the national average. This average has increased by 9% in 2014. Those in Year 2 retaking the check in 2014 improved their performance by 30%. Disadvantaged pupils improved by 33% in 2014. The gap between the attainment of disadvantaged pupils and their classmates is closing.
- The most-able pupils in 2013 made the same progress as others nationally in writing, better progress in mathematics and less in reading. This is because these pupils are not consistently given work that is difficult enough. Teachers do not use the assessment information provided by previous teachers to set tasks which make pupils think hard. The more-able pupils are not given opportunities to apply their mathematical skills. Consequently, the thinking and understanding of these pupils is not deepened. In a mathematics lesson, the more-able pupils spent time identifying the properties of two-dimensional shapes which they already knew. Similarly, in English, they were held back because the teacher did not ask probing questions and left pupils' ideas unexpanded.
- Disadvantaged pupils in 2013 were a year behind their classmates in writing and in English, grammar, punctuation and spelling. In reading and mathematics, they were between four and eight months behind

their peers. School information shows that this gap is now narrowing because the support these children receive is good.

- Pupils with special educational needs make variable progress. Although the progress they make as a result of additional support is good, class teachers do not always provide tasks which meet the needs of these pupils. Consequently, the progress of these pupils is inconsistent.
- Work in books shows inconsistent progress. Pupils' comments frequently state that 'this work was easy.' 'I want harder work.' Marking does not always give pupils guidance as to how they can improve their work. Presentation is variable; very good in some classes, less so in others.

The early years provision

is good.

- Leadership of the Early Years Foundation Stage is good. Leaders ensure that assessment is rigorous. Assessments have been checked by the local authority. They were found to be thorough and accurate. Parents and carers say that they feel fully involved in their children's learning. Learning journals show that parents and carers make regular contributions. They value the availability of the staff. The parents and carers spoken to on the playground said how well the children had settled into school life. Parents and carers know who their child's key worker is. The activities provided are interesting and challenging. All children were absorbed in their tasks. Their level of concentration was high.
- Children respond well to the instructions of teachers. For example, when it was time to move to a different activity, the teacher used a tambourine to attract attention. All children immediately stopped, even though it was only their second half day in school. Children were engaged in all activities; they were able to collaborate and cooperate with each other, showing a high level of maturity.
- Classrooms and the outdoor area reflect all the areas of learning. Activities are enticing and, consequently, pupils are eager to try out what is on offer. Leaders have a good understanding of the needs of very young children. Children have the same opportunities whether they choose to work inside or outside.
- An environment in which language is well promoted encourages children to widen their vocabulary. Adults engage the children in conversation. They give them time to think about what they want to say. If children make grammatical errors, they are gently corrected.
- Teaching in the Early Years Foundation Stage is good because children make good progress. Children are able to negotiate with each other; for example, a group of boys who were building a boat with large bricks were able to discuss where particular bricks should go. Teachers encouraged the children without telling them what to do. They assess pupils' knowledge through effective questioning. These assessments are used to plan further activities to extend the learning of the children. Teachers observe children and check understanding, for example by asking if they can count how many bricks they have used. Pupils are able to explain their thinking, for example two children were playing in the sand and one said, 'The dolphin is living with the starfish family because he can't find his mummy.'
- The achievement of the youngest children in the school is good. They enter school with skills and abilities typical for their age. All children made good progress from their starting points, and in 2014, 70% entered Year 1 with a good level of development in all areas. This is higher than the national average of 58%. Mathematics is a weaker area, understanding the world is a particular strength.

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	124940
Local authority	Surrey
Inspection number	426504

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	392
Appropriate authority	The governing body
Chair	Debbie Christopher
Headteacher	Caroline Welch
Date of previous school inspection	22–23 February 2012
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