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19 November 2014

Ms C Welch  
Headteacher  
Woodmansterne Primary School  
Carshalton Road  
Woodmansterne  
Banstead  
Surrey  
SM7 3HU

Dear Ms Welch

### **Requires improvement: monitoring inspection visit to Woodmansterne Primary School**

Following my visit to your school on 19 November 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in September 2014. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection.

### **Evidence**

During the inspection, meetings were held with you and your deputy headteacher, the governors and a representative of the local authority to discuss the action taken since the last inspection. We went on a tour of the school, visiting the majority of the classes and talking to pupils. I evaluated a range of documents including the school development plan, information relating to the monitoring of teaching, information on pupils' progress, records of governors' meetings and teachers' planning. I looked at a selection of pupils' books.

## **Context**

There have been no major changes in the school since the section 5 inspection.

## **Main findings**

You and other senior leaders are aware of what needs to be done to improve the school and have the clear drive to make this happen.

The action plan focuses well on the areas for improvement. It clearly states who is responsible for each action and the plan identifies small steps along the way that can be checked. Governors are usefully linked to areas of the plan for monitoring.

There is evidence from pupils' books and the schools' data on their progress that pupils' achievement is rising. Better marking is beginning to help pupils to know what they need to do to improve their work and they are beginning to respond to their teachers' comments. Presentation in books is currently better in Key Stage 2 than in Key Stage 1 and is an area for continuing work. It is clear that expectations are rising regarding the quantity of work pupils' are expected to produce, which means they are making faster progress. More able pupils are beginning to be challenged more in lessons, for example in a Year 2 mathematics class, pupils were set a challenge about the answer when two odd numbers are added together. In classrooms you were able to point out to me how useful prompts such as 'we are learning to', and 'steps to success', are beginning to support learning, these now need to be used regularly by teachers.

As senior leaders you are checking the progress of pupils more frequently. I am pleased that you are now using this information to hold teacher's to account. The range and frequency of monitoring that you are carrying out is supporting the pace of improvement.

It is good to see that subject leaders are beginning to play more of a role in developing their subjects, monitoring and checking the way pupils' skills are developed in each year and linking their curriculum areas to whole school events, thereby raising the profile of learning. Opportunities for subject leaders to check the progress of pupils still need to be developed.

Governors are successfully refining the way they monitor the actions in the development plan to maintain a clear focus on raising achievement. They are in the process of arranging an external review to further improve their work, as requested in the section 5 inspection report.

## **External support**

The local authority is providing effective support through consultants working with the school on mathematics and guided reading. It is also usefully providing leadership coaching for middle leaders. The local authority is helpfully working with the school on a grant application to enable the school to seek support from other schools.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Surrey.

Yours sincerely

Fiona Bridger-Wilkinson  
**Seconded Inspector**