

Woodlea Primary School

Atholl Road, Whitehill, Bordon, GU35 9QX

Inspection dates 16–17 June 2015

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

Summary of key findings for parents and pupils

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

- Leaders have not yet ensured that teaching is good throughout the school. This causes gaps in pupils' learning, especially in phonics (the sounds letters make), writing and mathematics so that pupils, including the most able, do not always achieve as well as they should.
- Teachers do not use assessment well enough to ensure that teaching and the work they set for pupils is at the right level. Some pupils disengage when the work teachers provide is too hard or too easy. Teachers' questioning of pupils during lessons is limited, restricting pupils' thinking.
- Pupils do not study subjects other than English and mathematics in sufficient depth. Teachers have lower expectations for the work pupils produce in lessons other than mathematics and English, and provide less effective feedback.
- Subject leaders have too little influence on pupils' achievement and curriculum development.
- Pupils' cultural and social development requires improvement. Pupils do not learn enough about life in the wider United Kingdom and are not prepared well for life in modern Britain. The school does not effectively promote the British values of democracy, the rule of law, individual liberty and tolerance.
- Behaviour requires improvement in Key Stage 1, where some pupils take too long to settle to their work, at times disturbing others.
- In Reception class, pupils, including the most able, do not access a good range of purposeful activities, inside and out-of-doors, especially in relation to their development in phonics, writing and mathematics. This limits children's development.
- Governors do not collect enough first-hand information about the school's effectiveness to inform their work.
- Some parents and carers continue to express a lack of confidence in the leadership of the school.

The school has the following strengths:

- The new headteacher leads with vision and drive. Her decisive support and challenge, valued by staff, have already led to improvements in teaching and leadership.
- Teaching is improving in Reception and Key Stage 1, and some good teaching is now established in Key Stage 2.
- Gaps are closing between the achievement of pupils supported by the pupil premium (additional funding for those eligible for free school meals or looked after) and others.
- Disabled pupils and those with special educational needs make good progress. The special educational needs coordinator (SENCO) provides highly effective leadership on this area of work.
- The school is a safe place. All safeguarding requirements are met and pupils are cared for well.
- Governors make good use of data on pupils' achievement to hold leaders and teachers to account.

Information about this inspection

- This inspection followed four monitoring visits in connection with the school being judged to require special measures at its previous inspection.
- Inspectors observed teaching in every class, including joint observations with the headteacher. Inspectors observed a Key Stage 1 assembly.
- Inspectors heard pupils read and looked at pupils' work in their books and on display.
- Meetings were held with the headteacher and other leaders, governors and a representative from the local authority.
- Inspectors met with a group of pupils, observed playtime and lunchtime, and talked with pupils and staff around the school.
- Inspectors talked with parents at the start of the day. Account was taken of 29 responses to the online questionnaire, Parent View.
- A range of documents was examined, including plans for what pupils will learn, the school's improvement planning, and information relating to the school's use of government sports funding and the pupil premium.
- Checks were made of arrangements for keeping pupils safe, pupils' attendance records, behaviour and incident logs, and minutes of governing body meetings. Inspectors scrutinised records of how pupils' learning is tracked and analysed, records of the quality of teaching and local authority reports.

Inspection team

Siân Thornton, Lead inspector

Her Majesty's Inspector

Abigail Birch

Her Majesty's Inspector

David Westall

Additional Inspector

Full report

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Information about this school

- Woodlea Primary School is a smaller-than-average-sized primary school.
- The proportion of pupils known to be eligible for free school meals, for which the school receives additional pupil premium funding, is below average.
- Most pupils are of White British heritage. The proportion of pupils from minority ethnic backgrounds is below average, as is the proportion of pupils who speak English as an additional language.
- The proportion of disabled pupils and those with special educational needs is broadly average.
- In 2014, the school met the government's floor standards, which set the minimum expectations for pupils' attainment and progress.
- Pupils attend the early years provision full time.
- The permanent headteacher joined the school at the start of the current term, following a succession of interim leadership arrangements since the last inspection. New teachers have also joined this term in Reception class and Year 1.

What does the school need to do to improve further?

- Improve teaching by ensuring:
 - pupils, including the most able, make consistently good progress as they move through the school, especially in phonics, writing and mathematics, achieving at least the levels expected for their age
 - teachers make good use of accurate assessment, during teaching and when they plan for future learning, to close any achievement gaps, extend the most able and keep all pupils engaged
 - teachers' questioning during lessons is used effectively to check learning and to extend pupils' thinking and understanding, especially the most able
 - teachers expect a consistently high quality of work in all areas of pupils' learning, and provide helpful feedback in all subjects.
- Improve leadership and management by ensuring:
 - subject leaders are effective in checking on teaching and pupils' achievement, including for those supported by the pupil premium, and contributing to the development of the curriculum
 - pupils study subjects other than English and mathematics in sufficient depth, while encountering the range of cultures and lifestyles present in modern Britain and learning about fundamental British values
 - governors gather adequate first-hand information to support them in holding leaders firmly to account, and take further steps to boost the confidence of all parents in the school.
- Improve the early years provision by ensuring:
 - all children, including the most able, access purposeful activities inside and out of doors to promote their good development, especially in phonics, writing and mathematics
 - adults observe and accurately assess children's development to inform effective planning for children's next steps.

Inspection judgements

The leadership and management

require improvement

- Leadership requires improvement because leaders have not yet secured good teaching throughout the school. As a result, pupils' progress varies from year to year, causing gaps to develop in pupils' knowledge and understanding, particularly in phonics, writing and mathematics.
- The new headteacher has taken prompt and decisive action to improve teaching. Staff value the headteacher's insightful feedback, and readily follow her lead. The headteacher's evaluation of the school's strengths and weaknesses is honest and robust, creating a climate where only the best is good enough.
- The school has experienced significant staff turnover since the last inspection, including a succession of interim headteachers. As a result, while responsibilities have been assigned to teachers, subject leadership is not well established and roles are insufficiently clear. The mathematics and English leaders have provided valid support to teachers, but do not look closely enough at information about teaching and pupils' achievement to target their work. Subject leaders do not work together well enough to develop the overall curriculum.
- The knowledgeable SENCO provides highly effective leadership, ensuring that pupils' special educational needs are swiftly recognised and suitable provision made. The SENCO establishes good relationships with parents and external agencies, so that disabled pupils and those with special educational needs are well supported at home and at school.
- Class topics, including imaginative activities, are covered each term but pupils do not study all the subjects of the National Curriculum in sufficient depth, including science and information and communication technology. Opportunities provided for pupils to encounter a range of cultures and lifestyles are limited. This constrains pupils' preparation for life in modern Britain and their cultural and social development, so that British values of democracy, the rule of law, individual liberty and tolerance are not promoted well enough.
- Pupils' spiritual and moral development is fostered well through assemblies, religious education, topics considering ecological issues, and the need to care for and respect the forest environment of the school. The school's new behaviour policy strongly promotes the rights and responsibilities of all members of the school community.
- The school is developing a reliable system to assess pupils' progress in the revised National Curriculum in partnership with local schools. Sensibly, the headteacher has made assessment of writing and mathematics a priority.
- There has been recent improvement to the school's promotion of equality: in the way the needs of vulnerable pupils are now met; and through the new behaviour policy, which deals firmly with any sign of bullying or racism.
- Leaders make effective use of pupil premium funding, providing well-matched support to individuals, especially where pupils supported by this funding also have special educational needs. However, the progress of pupils supported by the pupil premium is not checked by leaders in sufficient detail.
- Additional government sports funding is put to good use. Staff confidence in teaching gymnastics has been boosted by the training provided, and pupils are now supported to take part in local sports events and tournaments including basketball, hockey and 'mini-olympics'.
- The local authority has provided effective support to the school since the last inspection, including arranging for continuing interim leadership while supporting the recruitment of the new headteacher.
- The school meets statutory safeguarding requirements. Leaders and staff are well trained; any concerns are immediately communicated to the designated person, with swift onward referrals made where necessary.
- **The governance of the school:**
 - The committed governing body is led well by the Chair of the the Governing Body and vice chair, who have worked closely with the local authority since the last inspection to ensure the improvement of the school.
 - Governors are well informed about pupils' achievement and have an accurate view. They are adept at using a range of national and school data to hold leaders to account, recently returning a report from the school about the progress of pupils supported by the pupil premium, requesting greater detail.
 - Governors ensure they are well informed about the quality of teaching, checking the information provided by senior leaders against reports from the local authority, and considering links with pupils' achievement. Governors ensure that advances in teachers' pay link directly to pupils' progress.
 - Governors manage the school's finances diligently, including pupil premium resources and additional

government sports funding, planning sensibly into the future. This enables significant investment, currently, for example, in information and communication technology and early years provision.

- Governors ensure that an appropriate school improvement plan sets out ambitious targets, with suitable timescales and responsibilities. They require regular progress reports from the headteacher, which they question and discuss in detail. The Chair of the Governing Body meets regularly with the headteacher. However, apart from this, governors do not collect enough first-hand evidence to support them in checking the information leaders provide, for example by visiting the school or talking directly with staff or pupils.
- Governors have taken effective steps to keep parents informed about changes to staffing and leadership, and about the improvement of the school. However, while the parents who spoke with inspectors were overwhelmingly positive, a minority expressed their lack of confidence in the leadership, either in person or through Parent View.

The behaviour and safety of pupils

require improvement

Behaviour

- The behaviour of pupils requires improvement.
- When teaching does not engage them well enough, some pupils lose interest, so their learning drifts. Frequent staff changes have affected the behaviour of some younger pupils, who take too long to settle to their work, especially after playtime or when lessons change over, disturbing others.
- Pupils behave well around the school. They show respect for one another, for adults and for the school. Pupils play well together.
- Lunchtime is happy and relaxed. Staff supervise pupils with care, healthy meals are provided and good table manners promoted.
- Pupils told inspectors they enjoy lessons and social times. Pupils said there is no bullying at the school, but they would tell an adult straight away if this occurred and felt sure any issues would be dealt with immediately.
- Pupils enjoy reading and are highly motivated by the reading certificates the school awards.
- Until recently, pupils have had too few opportunities to volunteer and contribute to the smooth running of the school. However, the rejuvenated school council played a part in devising the new behaviour policy and is currently advising the headteacher about how pupils feel the facilities of the school can be improved. A system of 'playground buddies' is in development so that older pupils can support younger pupils to play happily together and then be ready to learn when they return to the classroom.
- Parents are increasingly confident that their children are happy at school and that behaviour is well managed, although a small number registered their concern about this on Parent View.
- All the adults set a good example in their relationships with one another and with pupils, demonstrating well the school's stated values: 'be kind, join in, work hard, be safe, listen'.

Safety

- The school's work to keep pupils safe and secure is good.
- Leaders are diligent in maintaining the safety and security of the premises, with regular checks in place. Pupils understand how rules about not playing in the forest environment are important to keep them safe, and they accept the limitations imposed.
- Pupils are well informed about the risks involved in using the internet and social media, and how to keep themselves safe online.
- Classroom activities and educational visits are well organised, and risk assessments completed. Any accidents or incidents are reliably logged by staff, but this information is not routinely analysed by senior leaders to identify patterns or trends, or reported to governors.
- There is a clear staff culture of care and attention to the needs of all pupils, and this results in attentive supervision and prompt action if required. Ample numbers of staff are first-aid trained.

The quality of teaching

requires improvement

- Teaching is not yet consistently good throughout the school. The variation in teaching which pupils experience causes gaps in their learning, particularly in phonics, writing and mathematics.

- Teachers do not always make good use of assessment during teaching or when planning future learning to ensure that teaching and the work set are suitably challenging for all pupils. The most able pupils are not always presented promptly in lessons with work offering appropriate challenge. Other pupils, who need to revisit learning before they move on, are not always supported well enough to do so.
- Too often, when activities in lessons are not matched well enough to pupils' needs, some pupils lose interest and disengage, slowing progress.
- When teachers use questions during lessons they do not always encourage pupils to reply at length. This limits the development of pupils' ability to reason verbally, especially the most able, and inhibits how well teachers are able to assess pupils' progress.
- Teachers have lower expectations for the quality and quantity of work pupils produce in subjects other than English and mathematics, despite the allocation of ample time. Furthermore, while teachers provide helpful guidance in their feedback to pupils about English and mathematics work, this is generally lacking in other subjects.
- Reading is taught well. Pupils enjoy reading, and read regularly at home and at school. Systematic teaching of reading skills means that pupils of all ages are able to read and enjoy a range of texts with understanding, at levels appropriate for their age and maintaining their concentration.
- Guided by the SENCO, teachers and teaching assistants make good provision for disabled pupils and those with special educational needs. Ambitious targets are set for pupils with special educational needs, which many succeed in achieving.
- Teachers are suitably aware of pupils supported by the pupil premium, and make their progress a priority. As a result, these pupils achieve well throughout the school, especially those with special educational needs.

The achievement of pupils

requires improvement

- Achievement requires improvement because pupils' progress across the school is not consistently good, varying too much from year to year, especially in writing and mathematics.
- The school's information, and work in pupils' books, show that good progress has been made in Year 6 this year, with a higher proportion of pupils than previously on track to attain the higher than expected levels in reading, writing and mathematics. However, this improvement is not reflected throughout Key Stage 2, where the proportion of pupils on track to attain age-related expectations when they are aged 11 is variable, especially in writing and mathematics.
- In Year 2 this year, while the proportion of pupils on track to attain the expected levels in reading, writing and mathematics remains just above the national average, the proportion on track to attain the higher than expected levels has declined to below national figures in all three subjects, and is especially low in writing.
- The proportion of pupils at the school who achieve the expected score in the Year 1 national phonics screening shows no sign of improvement for a third successive year, continuing to trail the national average.
- Due to very low numbers of pupils supported by the pupil premium in recent Year 6 classes, valid comparisons with the attainment of other pupils nationally are not possible. In Year 6 this year, the school's information shows that the average attainment of pupils supported by the pupil premium, some of whom also have special educational needs, is currently two terms behind their peers in reading, one term behind in writing and four terms behind in mathematics. This represents good progress for these pupils during Year 6, especially in English.
- The school's reliable information shows that in the rest of the school, gaps between the attainment of pupils supported by the pupil premium and others are closing due to the good progress they make, as they are for pupils supported by the pupil premium who also have special educational needs.
- Pupils with special educational needs make good progress throughout the school, often meeting or exceeding their ambitious targets.
- The achievement of the most able pupils varies from class to class. These pupils have made good progress in Year 6 this year, especially in reading and mathematics, where a small number were able to access the highest level test for the first time at the school. In other classes, especially in Key Stage 1, the most able pupils do not always attain the higher levels of which they are capable.

The early years provision**requires improvement**

- Most children enter Reception class with levels of learning which are at least typical for their age, and are therefore ready to make good progress. However, children make varied progress. As a result, while a higher proportion than nationally achieve a good level of development by the end of Reception, this does not fulfil every child's full potential and children could achieve more, especially the most able. The children's development is also uneven across different areas of learning, with less progress in their mathematical and writing development than in other areas. This limits the level at which they start learning these subjects in Year 1.
- Until very recently, adults did not provide the children with sufficient meaningful activities in all areas of learning. Adults did not always observe and assess children's development adequately in order to plan appropriate next steps. This has improved significantly this term, with some children making rapid progress as a result. However, further improvement is required, inside and out of doors.
- The new reception teacher leads with vigour and determination, rapidly improving the provision and supporting the other adults to develop their skills. The teacher promptly assessed the class at the start of the term in order to provide activities linked well to children's individual needs and interests.
- An appropriate action plan is steering the development of the early years and accelerating children's progress before the end of the school year. The teacher has quickly gained the confidence of parents.
- Children in Reception class behave well and respond positively to the adults, both socially and during teaching. All the adults care well for the children, establishing good relationships with each individual and with parents. Staff are well trained and alert to the health and safety of the children at all times.

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	461462

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	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	160
Appropriate authority	The governing body
Chair	Susan Barrett
Headteacher	Marcella Dobson
Date of previous school inspection	5–6 November 2013
Telephone number	01420 476342
Fax number	01420 475277
Email address	adminoffice@woodlea.hants.sch.uk

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