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4 January 2016

Ms M Dobson  
Woodlea Primary School  
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Dear Ms Dobson

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

Following my visit to your school on 15 December 2015, 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 June 2015. 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 in order to become a good school.

### **Evidence**

During the inspection, I met with you, the assistant headteacher, other leaders, the Chair of the Governing Body and the Vice-Chair, and a representative from the local authority to discuss the action taken since the last inspection. I visited classes with you, looked at work in pupils' books and reviewed school documentation, including the school improvement plan, minutes of governing body meetings and external reports from advisers. I checked documentation and information linked to safeguarding.

## **Context**

Two teachers left in July and three teachers joined the school in September. The English and mathematics leaders are new to their roles this term.

## **Main findings**

You have continued to drive school improvement with the same determination and vision that was evident in June. Staff and governors are rightly confident in your leadership. They understand what they need to do to improve the school and are very positive about the changes you are implementing. You recognise that these changes will take time to embed and that consistency is fundamental to the school's success. The action plan details clearly what needs to be done to tackle the identified weaknesses, and shows how leaders and governors will know their actions have been successful. The plan rightly identifies how much progress pupils need to make.

Governors are becoming more effective. They now ensure that they attend all events to which parents are invited. This is helping parents to know them better and be more confident in their leadership. Governors have implemented a monitoring timetable, which is helping them to collect their own evidence through regular visits to school. They recognise that they need to develop their skills further in order to be able to hold you fully to account.

The teaching of phonics (how letters link to sounds) has improved. A consistent approach is being used from the Reception Year to Year 3 and training has deepened teachers' understanding of how to assess phonics accurately. Teachers now know exactly how well pupils are doing and what they need to do to become more secure in their learning. As a result, progress is accelerating.

Mathematics teaching is improving. The subject leader, although new in post, has begun to tackle weaknesses by supporting individual teachers with their planning and assessment. She is beginning to monitor the teaching of mathematics so that she knows what she needs to do next.

Writing is not improving quickly enough. The subject leader checks work in books and feeds back to teachers but this is not leading to a consistent approach. In almost all classes pupils are making some progress but, often, this is not rapid enough. This is because there is not enough clarity about what should be taught and how. An example of this is that spelling is now taught as part of writing, rather than as a separate lesson, but there is very little evidence in books that this is happening, or that pupils are spelling more accurately.

Assessment is much more accurate and teachers are using the information about what pupils know to plan relevant activities. Increasingly, teachers use effective questioning in lessons to check pupils' learning and make changes to the lesson when necessary. Teachers are more aware of adapting questions and activities to meet the needs of most-able pupils but there is more work to do.

Provision for children in the early years is improving. The significant changes to the outside learning environment are enabling children to experience a greater range of opportunities which supports their physical development and their communication and language skills. It was delightful to talk to the two boys who were helpfully digging out the superfluous fence posts. They were working cooperatively together and demonstrated resilience and determination. The teacher engages well with the children and asks useful questions to help them learn more. Support from other adults is variable; at times they engage well in activities and help children learn, but at other times they take on a supervisory role.

Ofsted may carry out further monitoring inspections and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

### **External support**

The support provided by the local authority is relevant and effective. The development, monitoring and challenge have been helpful to leaders, teachers and governors in knowing what they need to do next. The planned training and ongoing support are essential during this period of transition to becoming a good school.

I am copying this letter to 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

Louise Adams  
**Her Majesty's Inspector**