

# Woodmansterne Primary School

Carshalton Road, Woodmansterne, Banstead, Surrey SM7 3HU

## Inspection dates

15–16 November 2016

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	<b>Requires improvement</b>

## Summary of key findings for parents and pupils

### This is a good school

- The leadership of the headteacher, senior leaders and governors has secured ongoing improvement since the previous inspection. As a result, the quality of teaching, learning and assessment is now good.
- Effective teaching ensures that all groups of pupils make good progress in reading, writing and mathematics and in a wide range of subjects.
- Governors are knowledgeable about the school and hold leaders rigorously and effectively to account for pupils' achievement.
- Pupils' personal development, behaviour and welfare are good. Pupils are polite, friendly and respectful to adults and to each other. They have positive attitudes to learning, which supports their good progress.
- Safeguarding is rightly given a high priority in the school. Pupils feel safe.
- In 2016, unvalidated performance information shows that the proportion of Year 6 pupils meeting the expected standard in reading and writing was above the national average. However, pupils' progress in mathematics was slower than the national average and pupils reached standards that were below average.
- Teachers know their pupils well and provide work which mostly meets their needs. However, pupils' reading books are not always at an appropriate level of interest and challenge. Pupils are not securing accurate spelling.
- Children get off to a good start in the Reception Year, although activities do not provide sufficient challenge for the most able.

## Full report

### What does the school need to do to improve further?

- Raise achievement still further by ensuring that:
  - pupils are provided with a sufficiently wide range of appropriately engaging and challenging reading books
  - teaching ensures that pupils develop their ability to explain their reasoning in mathematics
  - spelling is consistently taught well
  - activities in the early years provide even more challenge for the most able children.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The headteacher, ably supported by her senior team, has high aspirations for the school. This ambition to make sure that all pupils thrive and achieve well is shared by staff and governors.
- The focus on improving teaching has raised standards across the school. Senior leaders make frequent checks on the quality of teaching through a range of activities, such as visits to classrooms and reviews of teachers' plans and pupils' work. This effective monitoring provides leaders with accurate information about where additional support for teaching staff is needed. As a result, staff receive timely, good-quality help.
- Leaders at all levels have ambition to bring about continued improvement in their areas of responsibility. There is a strong sense of purpose that permeates the school. Staff morale is high. All members of staff who completed Ofsted's online survey feel that the school has improved since the previous inspection.
- Leaders have established a rigorous process for assessing and tracking pupils' progress. This gives leaders and teachers an accurate view of how well pupils are achieving. Pupils who are in danger of falling behind are quickly identified and extra help for them is provided.
- The curriculum is well planned so that pupils enjoy learning a range of subjects and make good progress. Links are made between subjects through themes, such as 'Stargazers', which links the scientific study of Earth and outer space with researching Isaac Newton as part of history. A full programme of visits and visitors enriches the curriculum and brings learning to life. For example, Year 6 pupils developed their letter-writing skills by writing to Charles Darwin, following a visit to Down House, where he lived and worked. A wide range of extra-curricular clubs are well attended by pupils, who value the opportunities they bring.
- The school's values, which include building partnerships with the community, reflect British values and thread through the culture of the school. Pupils learn about democracy by voting for school councillors, house captains and who should receive the weekly class certificate for achievement. Pupils learn about different faiths, for example, the importance of Diwali in Hinduism and the Shema prayer in Judaism. Pupils learn to 'debate, not argue' during 'Parliament Weeks'. Assemblies provide good opportunities for pupils to reflect, for example on the need to respect others. In these ways, the school prepares pupils well for life in modern Britain.
- Leaders make sure that all pupils have equal opportunity to do well. For example, pupils who do not have easy access to technology are encouraged to attend computer club. Pupils who have difficulty completing homework are invited to homework club.
- Much good work has been done since the previous inspection to improve the provision for the most able pupils. However, leaders recognise that more needs to be done to ensure that the most able children make consistently good progress in the early years.

- Pupil premium funding is used appropriately. Leaders know the specific difficulties that disadvantaged pupils in school face and plan interventions accordingly. For example, disadvantaged pupils who do not read regularly at home are invited to 'Read and Feed' sessions where they enjoy a breakfast and read a book with an adult. Disadvantaged pupils receive effective support and make good progress across the school.
- Leaders make good use of the primary physical education and sport premium. A specialist teaching assistant provides extra-curricular sports sessions. During the inspection, pupils enjoyed their 'Keep Fit' club before school and spoke excitedly about taking part in inter-school competitions. As a result of the extra spending, there is an increase in pupils' participation in sport. This makes a good contribution to pupils' physical and mental health.
- There is an evident sense of care within the school and the overwhelming majority of parents who responded to Ofsted's online survey, Parent View, agreed that their child is well looked after in school. Effective links with external professionals and a specialist teaching assistant in school provide good support for pupils' emotional well-being.
- Parents spoken to during the inspection as well as the responses on Ofsted's online survey show that the school has the confidence of the parents. Typical comments included, 'My children are extremely happy, feel very safe and make excellent progress.' A parent council with representatives from each year group as well as a parent forum, which is open to all parents, support good communication between home and school. Changes to homework and the uniform have been agreed through these channels.
- Leaders plan for improvement well. However, they recognise that they need to do more in order to raise achievement to the highest levels.

## **Governance of the school**

- Governors contribute effectively to the school's ongoing improvement. They provide good support to school leaders; this was particularly evident during the reorganisation of the work of teaching assistants. Governors have evaluated the impact of this reorganisation and know that it has improved the achievement of disadvantaged and lower attaining pupils.
- Governors know the school well. They ask searching and challenging questions about the quality of teaching and its impact on pupils' achievement. They responded quickly to the lower than expected standards in mathematics in 2016 and are keeping a strategic eye on actions taken to make sure that this does not recur.
- Governors know how effectively funds, including the pupil premium and the primary physical education and sport premium, are used to improve provision. They make sure that pay increases for the headteacher and teachers are linked to performance.
- Regular skills audits are carried out and new members have been recruited to make sure that the governing body has an appropriate range of expertise.

## **Safeguarding**

- The arrangements for safeguarding are effective.

- Safeguarding is taken appropriately seriously. Leaders have successfully established a safe culture in school. They make sure that training for staff and governors is up to date. Staff know what to do if they have any safeguarding concerns. Leaders maintain careful records. Robust systems are in place when recruiting staff.
- Pupils' attendance is carefully checked and any unexplained absence is rigorously followed up. Leaders work well with parents and external agencies to help keep pupils safe.

## **Quality of teaching, learning and assessment**

**Good**

- Teachers have high aspirations for pupils, including for the most able pupils and those who are disadvantaged. Pupils know that they are expected to do their best.
- Clear routines and positive relationships between staff and pupils mean that pupils know what is expected of them and feel confident to 'have a go', even if this involves making mistakes.
- Teachers know the pupils well. They use questioning skilfully to check pupils' understanding as well as to prompt them to think more deeply about their work.
- Teaching assistants make a significant contribution to pupils' progress, especially those pupils who find learning more difficult, including those who have special educational needs and/or disabilities.
- Teachers consistently follow the school's policy on providing effective feedback to pupils. Teachers provide clear guidance to pupils about what they have done well and how they can improve their work. Pupils use this guidance well to support their progress.
- The teaching of reading is good. Pupils' reading skills are enhanced through daily reading sessions. However, the books provided for pupils are not always appropriately challenging in order to move their learning on quickly. Sometimes books are too difficult for pupils and this spoils their enjoyment of reading. The most able pupils often spend too much time reading books that do not extend their skills. As a result, pupils do not make strong progress.
- The teaching of writing has improved since the previous inspection. Pupils are encouraged to think and talk about their writing, often sharing their ideas in 'partner talk'. Linking writing activities to the exciting curriculum, such as creating 'e-books' or writing about Tim Peake's space adventure, motivates pupils to write, as well as promoting good progress across subjects. However, teaching does not sufficiently emphasise the importance of accurate spelling, so too many pupils, including the most able, make simple errors that are not corrected.

- Pupils enjoy the challenge of solving mathematical problems. For example, during the inspection, Year 5 pupils deepened their understanding of perimeters by making shapes with cubes. Year 4 pupils cheered when the teacher told them it was time for mathematics and made good use of time by singing a 'prime numbers' song until everyone was ready. They were keen to solve real-life problems using addition and multiplication. One higher attaining pupil said, 'Every day I learn something new.' Teaching does not, however, sufficiently promote pupils' mathematical reasoning skills and this means that pupils are not making as much progress as they could.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils speak highly of their school and are proud to be part of it. They have positive attitudes to learning and this is demonstrated in the careful way with which they present their work. Pupils learn to be self-confident and self-aware in this nurturing environment.
- Pupils know that taking part in sport helps them to stay healthy. They enjoy using the equipment to keep active at lunchtimes.
- Pupils feel safe in school. The overwhelming majority of parents who completed Ofsted's online survey, Parent View, agreed that the school keeps pupils safe. All staff who completed the survey also agreed that the school is a safe place. Pupils know how to keep safe when using technology.
- Pupils reported that bullying does not happen in school. School records show that bullying rarely occurs but that, when it does, it is dealt with quickly and thoroughly. The school effectively promotes pupils' emotional well-being. Pupils know whom to turn to in school if they have a concern. They know that they can write 'worry bubbles' to let their teacher know if they are anxious or worried.
- The breakfast club provides a safe place for children before school.

### Behaviour

- The behaviour of pupils is good.
- Pupils are polite and welcoming to visitors. Most pupils conduct themselves sensibly in lessons and around the school.
- Behaviour is managed well by leaders and teachers. Pupils are developing self-discipline, but a few need reminders from adults in order to behave well. Pupils are clear about what constitutes good behaviour and the consequences for poor behaviour. All staff who responded to the online survey agreed that behaviour is well managed.
- Attendance has improved and is currently higher than national levels. This is because of the vigilance of school leaders in following up absence. Few pupils are persistently absent. Pupil premium funding has effectively supported strategies to improve the attendance of disadvantaged pupils.

## Outcomes for pupils

Good

- Pupils' achievement across the school has improved since the previous inspection because of the determination of leaders to secure good teaching. As a result, pupils make good progress across a wide range of subjects and are well prepared for secondary school.
- In the unvalidated 2016 test results, pupils in Year 6 reached standards slightly above the national average in reading and writing. However, too few pupils reached the expected level in mathematics and this represented slow progress, especially for pupils with starting points that were middle or high at key stage 1. While evidence in their books shows that their calculation skills were strong, pupils were less able to reason mathematically and this slowed their progress.
- Work in pupils' books, as well as the school's own information, show that the majority of pupils currently in school are now making good progress in mathematics from their different starting points. However, pupils' ability to explain their mathematical ideas remains underdeveloped and this is preventing them making the best progress possible.
- Regular and systematic teaching of phonics in the early years and Year 1 has resulted in the proportion of pupils reaching the expected standard in the Year 1 phonics check over the last three years being at least as good as the national average. Pupils have frequent opportunities to read and lower attaining pupils are given additional time to read with an adult, which helps them to catch up. Pupils make good progress overall in reading; however, the unvalidated 2016 data for key stage 2 shows that progress could be even better, especially for the most able pupils.
- Achievement in writing is good. Pupils write creatively and for a range of different purposes. Pupils are confident to use ambitious vocabulary, although spelling skills are not secure.
- The achievement of the most able pupils has improved since the previous inspection. Evidence gathered during the inspection confirms that, in key stages 1 and 2, the most able pupils now make good progress. However, they make less progress than they could in the early years.
- The school's work to diminish the difference between the achievement of disadvantaged pupils and that of other pupils nationally is effective. In 2016, disadvantaged pupils achieved better than other pupils nationally at the end of Year 2. The unvalidated 2016 data for Year 6 shows that disadvantaged pupils made more progress than other pupils nationally in reading and writing, although they made slower progress in mathematics. Disadvantaged pupils currently in the school are achieving increasingly well. This is due to the good support provided by teachers and teaching assistants to make sure that they achieve as well as possible.
- Pupils who have special educational needs and/or disabilities make good progress because the effective leadership of the provision ensures that teaching is focused sharply on pupils' individual needs.

## Early years provision

Good

- The proportion of children achieving a good level of development at the end of the early years has improved since the previous inspection. Unvalidated 2016 assessment information shows that the proportion who achieved a good level of development was above the 2015 national average. This represents good progress from children's starting points and ensures that children are well prepared for Year 1.
- Children currently in Reception Year are making good progress. This is evident in the information collected in children's 'learning journals', which give good information about how well they are learning.
- Adults establish positive relationships with children. Children behave well and learn to share toys and take turns. Adults encourage children to become independent. This helps children to build self-confidence.
- The classroom and outside environment are well resourced. They support a good range of learning activities. Children enjoy choosing activities: playing in the new 'mud kitchen', being 'doctors' in the role-play area or making police cars from junk materials. These activities are well planned and engage children for sustained periods of time. They are, however, not sufficiently challenging to ensure that the most able children make the progress they should.
- Teaching is effective. Good links are made with parents so that teachers develop a full picture of each child's skills and interests at the start of the year. Activities are planned that mostly build well on children's needs. Adults make good use of questioning to prompt and deepen children's understanding. Additional funding for disadvantaged children is used effectively and so they achieve well.
- School leaders have ensured that, despite staff turnover since the last inspection, the quality of provision has remained good. The new early years leader took up her post in September 2016 and has made a good start in the role. She understands the strengths of the provision and has clear, appropriate plans for its further development. She ensures that safeguarding arrangements are appropriate.



## School details

Unique reference number	124940
Local authority	Surrey
Inspection number	10019892

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Maintained
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	364
Appropriate authority	The governing body
Chair	Andrew Sharp
Headteacher	Caroline Welch
Telephone number	01737 353120
Website	<a href="http://www.woodmansterne.surrey.sch.uk">www.woodmansterne.surrey.sch.uk</a>
Email address	<a href="mailto:school@wps.org.uk">school@wps.org.uk</a>
Date of previous inspection	11–12 September 2014

## Information about this school

- The school meets requirements on the publication of specified information on its website.
- This school is larger than the average-sized primary school. It currently has two classes in each year group, apart from in Year 2 where there is one class.
- Most pupils are of White British background. Few are from minority ethnic backgrounds or speak English as an additional language.
- The children in the Reception Year attend full time.
- The proportion of pupils for whom the school receives the pupil premium is below the national average.
- The proportion of pupils who have special educational needs and/or disabilities is below that found nationally.

- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The school runs a breakfast club.

## Information about this inspection

- Inspectors observed learning in lessons across the school. Several of these were observed jointly with the headteacher or deputy headteacher.
- Inspectors held discussions with the headteacher, senior and subject leaders, parents and pupils. A meeting was held with four representatives of the governing body. An inspector had a telephone conversation with a representative of the local authority. Inspectors considered 36 responses to the staff questionnaire.
- Inspectors took account of 155 responses to the online survey, Parent View, and the school's own parent survey. One email from a parent was also taken into account. An inspector also met with some parents at the start of the school day.
- Inspectors observed the school's work and considered a range of documents, including assessment information, the school's improvement plan, attendance records and safeguarding documentation.
- Pupils' books from different year groups were scrutinised. Inspectors heard several pupils read.

## Inspection team

Joanna Toulson, lead inspector	Ofsted Inspector
Luisa Gould	Ofsted Inspector
Kirstine Boon	Ofsted Inspector

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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