



# Woodmansterne Primary School

Inspection Report

**Unique Reference Number** 124940  
**Local Authority** Surrey  
**Inspection number** 281839  
**Inspection dates** 3–4 October 2006  
**Reporting inspector** Peter McGregor

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

<b>Type of school</b>	Primary	<b>School address</b>	Carshalton Road
<b>School category</b>	Community		Woodmansterne
<b>Age range of pupils</b>	4–11		Banstead SM7 3HU
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01737 353120
<b>Number on roll (school)</b>	340	<b>Fax number</b>	01737 353120
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr Nic Mallinson
		<b>Headteacher</b>	Mrs Anna Boshier
<b>Date of previous school inspection</b>	16 October 2000		

<b>Age group</b> 4–11	<b>Inspection dates</b> 3–4 October 2006	<b>Inspection number</b> 281839
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## **Introduction**

The inspection was carried out by three Additional Inspectors.

## **Description of the school**

The school is bigger than most primary schools. The proportion of pupils from minority ethnic backgrounds is below average. English is not the first language of a few pupils. The school has a higher than average proportion of pupils who arrive or leave the school other than at the usual time of entry and leaving. Pupils come from a wide range of backgrounds.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

Woodmansterne Primary is a good school, where pupils thoroughly enjoy their education. Pupils' achievement is good and standards are above average and improving. The very effective leadership of the headteacher is bringing about worthwhile change. She is very well supported by governors and staff. All are working together positively towards the school's aim that all children and;quot;...are challenged to achieve their full potential.and;quot;

Children are given a good start in the Foundation Stage, where their work and progress are good. This continues throughout Years 1 to 6, leading to above average standards in English, mathematics and science by the time pupils leave the school. Key factors in this are good teaching and a positive ethos for learning. Expectations of appropriate behaviour are high in lessons and during breaks, and pupils respond with enthusiasm to the clear aspirations adults have for them. Teachers work together effectively, learning from one another. They are receptive to advice and strive to improve pupils' learning. Most teaching is good and some is outstanding. Occasionally lessons, although satisfactory, are not planned well enough to meet the needs of all pupils.

Subject and year group leaders manage their areas with confidence and success, evaluating work and lessons and providing support. This is leading to greater curriculum continuity and consistency, and higher standards. The broad and relevant curriculum has outstanding opportunities for pupils to enjoy residential and other visits. Senior managers monitor teaching and learning and all that takes place in the school accurately and thoroughly and provide guidance where it is needed. The system for tracking pupils' progress is proving helpful in identifying where achievements are not as good as they could be. This information is not yet used fully in practice to make improvements. The current focus is appropriately on assessment and the need to challenge pupils of all abilities.

The well taught personal, health and social education (PHSE) programme is symptomatic of the good quality of all-round care provided. Pupils work and play in a safe environment where healthy living is promoted. Their good attendance reflects their great enjoyment in being at school. They develop personal qualities well and are confident that their opinions will be valued and views acted upon. Most parents appreciate the quality of education provided for their children and are aware of the improvements that have been made in recent years. Typical of several comments received is one parent's view of and;quot;...a wonderful school, with a very happy atmosphereand;quot;.

### What the school should do to improve further

- Improve the consistency with which teachers use assessment information
- Ensure that all teachers plan and implement activities which meet the needs of all pupils

## Achievement and standards

### Grade: 2

Pupils are making good progress, and standards are above the average at the end of Years 2 and 6. Standards and achievement have risen as a result of better curriculum planning and teaching. Many of the children in the Foundation Stage attain the goals expected by the end of the Reception year, and the proportion is above that found nationally. Writing standards have improved through a very successful focus across the school, not least the rigorous implementation of the school's own 'Rainbow Writing' scheme. A good proportion of pupils now attain the higher level in writing in the Year 6 national assessments. The promotion of literacy in a range of subjects is also a key element of this success. Standards in information and communication technology (ICT) are average and improving as full use is made of the new, good computer facilities. More able pupils generally achieve well. Pupils with learning difficulties and disabilities and those from Traveller backgrounds make very good progress when working with the specialist support provided, and achieve well overall.

## Personal development and well-being

### Grade: 2

Pupils' personal development and well-being are good. Pupils commented that they are extremely happy to come to school. One said, and;quot;We have really fun teachers and fun work!and;quot; They are keen to learn though some are too lively on occasions. Pupils' development in spiritual, moral, social and cultural areas is good. They have a strong sense of right and wrong. Visitors are made to feel welcome and treated politely. Pupils benefit from taking responsibility, for example on the school council and as playground 'pals'. Older pupils feel well prepared for the next stage of their education and for future life. They spoke enthusiastically about a business studies project in which they design, cost and sell products they have made. Pupils are confident that instances of bullying are dealt with effectively. Relationships are good and pupils develop a good understanding of the beliefs of others. They also contribute well to the wider community through activities such as singing and dancing at local events. They have good understanding of why a healthy lifestyle and being active are important.

## Quality of provision

### Teaching and learning

#### Grade: 2

Pupils are making good progress because they enjoy learning and teaching is effective. Teachers plan well-focused activities to provide interest and challenge in many lessons. Modern computer technology is used to provide interesting images that stimulate questions and discussion, resulting in better understanding and achievement. Pupils' self-esteem is raised through the praise they receive. Pupils can be very lively in some classes but well-planned and resourced lessons keep all involved and learning. The

teacher's enthusiasm in a writing lesson, for example, captured pupils' imagination and interest. Challenging tasks, matched very carefully to the needs of different pupils, led to excellent progress. However, in some lessons, work is too difficult or too easy for groups or individuals. Although assessment systems are good and often used effectively, in some lessons teachers do not assess pupils' understanding sufficiently as the lesson progresses. Homework helps to reinforce classroom learning. The large number of support staff and adult helpers make a good contribution to pupils' learning.

## **Curriculum and other activities**

### **Grade: 2**

The school provides a good curriculum, enhanced by specialist music and French teaching. A curriculum review has resulted in substantial improvements. Setting in mathematics has a positive effect on standards. Good curriculum planning is helping achieve consistency and continuity between year groups, particularly in mixed age classes. Planning does not always focus sufficiently on the specific needs of the most able. The length of the school day has been extended ensuring that subjects are allocated sufficient time. A good range of physical education activities is helping pupils to be active and adopt healthy lifestyles. Opportunities for pupils to develop computer skills are now very good through regular use of better facilities. A programme introduced to support pupils with special educational needs is helping them to make more effective progress. Good extra-curricular activities complement classroom experiences; sports tournaments and Confederation Challenge (where a group of local schools work very closely together) enhance pupils' development. Outstanding residential opportunities include Year 6 visiting France.

## **Care, guidance and support**

### **Grade: 2**

Each child is known well and feels able to approach an adult for help if they need it. Procedures for child protection are secure and understood by staff. A good quality PHSE programme informs pupils about topics such as drugs, alcohol abuse and keeping safe. A singing practice for Years 2 to 6 provided pupils with a rich and enjoyable experience which enhanced their spiritual and social development. The school works very effectively with outside agencies to ensure that the personal needs of all pupils are met, including the most vulnerable. Information gathered through the school's pupil tracking system is used by teachers to plan work at an appropriate level for pupils. However, this is not yet used consistently across the school. The school keeps parents well informed about their children's progress, particularly through the autumn term target setting and review process involving teachers, parents and their children.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The headteacher, supported by her deputy, has been very successful in leading change. After a period of decline, standards are

now showing significant improvement as a result of rigorous initiatives. Together with her relatively new leadership team, the headteacher has created a co-operative ethos amongst staff and a positive learning environment. Reviews of teaching and learning are highlighting good practice as well as areas for improvement. Staff expertise is also getting better through good quality professional development. The school improvement plan is good with a strong focus on raising standards. In most respects, the school's evaluation of its performance, and understanding of what needs to be followed up, is accurate. All issues from the previous inspection have been dealt with effectively. The school recognises the need to provide the right level of challenge for all pupils in some lessons. Governors visit the school regularly, review progress, and contribute knowledgeably to improvement planning. The school's track record of improvement indicates that it has good capacity to improve further.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for welcoming us to your school and helping to look after us whilst we were with you. We enjoyed our visit very much, talking to several of you and seeing what was going on.

Woodmansterne is a good school. It was great to see how much you enjoy being there! You do well in your Reception year, make good progress, and achieve good results in your end of Year 2 and Year 6 tests. The standard of your writing has improved a lot.

Teachers work together very well and they try hard to help you learn. They teach you well, using computers a lot to make work interesting and enjoyable. They expect you to behave well and you do, although you can be quite lively at times. We think that some of you could make more progress in lessons, so we have asked the teachers to make sure work is carefully matched to how much you already know and how easy or difficult you find the work.

You are lucky to have French lessons in addition to all the expected subjects and you have a good amount of time for physical education. You are learning to live safely and healthily. Teachers arrange many visits for you and you have excellent opportunities in Years 3, 4, 5 and 6 to stay away from home and do really interesting activities. Teachers care for you and you care for one another. Your school and class councils mean that you can let the school know about what you like and what you would like to see changed. The headteacher and all her staff listen carefully to your ideas and do what they can to help. You now have targets to work towards which are helping you to do better. Your teachers are trying to make better use of them and we agree and have asked them to carry on with this work.

The headteacher is good at running the school and is helped a lot by her deputy, the governors and staff. She checks very carefully that you are getting as much as you can from your time at Woodmansterne.

Best wishes,

Peter McGregor Lead inspector