



# Woodlea Primary School

## Inspection Report

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**Unique Reference Number** 116250  
**Local Authority** Hampshire  
**Inspection number** 290471  
**Inspection dates** 30–31 January 2007  
**Reporting inspector** Mary Sinclair

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

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<b>Type of school</b>	Primary	<b>School address</b>	Atholl Road
<b>School category</b>	Community		Whitehill
<b>Age range of pupils</b>	4–11		Bordon GU35 9QX
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01420476342
<b>Number on roll (school)</b>	201	<b>Fax number</b>	01420475277
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mrs Sarah Cliff
		<b>Headteacher</b>	Ms Melanie Williams
<b>Date of previous school inspection</b>	4 February 2002		

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Woodlea is a popular and oversubscribed primary school. The proportion of pupils entitled to free school meals is very small. Most pupils are of White British origin, with other pupils coming from a range of minority ethnic groups. Very few pupils are at the early stages of speaking English. The proportion of pupils with learning difficulties or disabilities is above average. Pupils' attainment on entry to the school varies, but is average overall.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good and improving school. The headteacher and her leadership team have a successful focus on raising standards and have worked hard to bring about improvement. When the headteacher joined the school in 2003, standards were significantly below average. In 2006 pupils in Year 6 reached standards that were significantly above average. From their average starting points pupils achieve well although their progress varies. It is generally satisfactory in Key Stage 1 and good in Key Stage 2. Progress accelerates in Year 6 because of exceptionally good teaching.

Strong management by the headteacher and her deputy is the key to the school's success. Robust procedures have been developed to support continual improvement. Teachers assess pupils regularly and this information is used to track their progress and to set challenging targets for improvement. Pupils who are not making the progress expected are identified quickly and programmes put in place to help them to catch up. This confirms the school's view that it has a 'healthy obsession with underachievement'.

All teachers use assessment to identify the purpose for each lesson which ensures that pupils are clear about what they are going to learn. Although most teachers use assessment information well to refine their teaching to meet the needs of all pupils, a minority of teachers do not provide appropriate challenges for the more able pupils. This limits their progress. Teachers make effective use of resources to support pupils' learning. The Foundation Stage provides a satisfactory and improving range of activities which results in satisfactory progress.

The school's self evaluation is accurate and used effectively to identify areas for improvement. Several initiatives have helped to raise standards in key areas of the curriculum. This has been particularly impressive in science, for example, where nearly all pupils reached the higher level. These have effectively utilised the skills and abilities of curriculum leaders, strengthened their monitoring role and extended accountability for raising standards to all leaders in the school. Governors recognise that they need to make a greater contribution to the school's self evaluation.

Parents are very supportive and commend the school's friendly, caring ethos that helps pupils to settle quickly. Pupils clearly enjoy school. Extra curricular activities are well attended and encourage pupils to be active. Pupils collaborate well and seize the opportunities they are given to take responsibility for their own learning. They make good contributions to the school and wider community.

### What the school should do to improve further

- Ensure that teachers consistently challenge the more able pupils to achieve as well as they can.

## Achievement and standards

### Grade: 2

Achievement is good. Since 2003 there has been a marked and sustained improvement. Standards are average at the end of Year 2 and significantly above average at the end of Year 6. In 2006, most eleven year olds reached the expected level and nine out of ten pupils reached the higher level in science following an initiative to improve the level of challenge, particularly for the more able. Average proportions of pupils achieved the higher levels in English and mathematics. Although standards are broadly average at the age of seven, more able pupils are not doing well enough because some teachers do not provide sufficient challenge for them. As a result of curriculum developments and improved teaching, pupils are now making much better progress. Progress is particularly rapid in Year 6 because of the high level of challenge provided for pupils of all abilities. Improvements in basic skills and work habits prepare pupils well for their secondary schools. Pupils with learning difficulties are well supported so that they make good progress.

## Personal development and well-being

### Grade: 2

Pupils' personal development and well-being are good. Attendance is above average. Relationships and behaviour are good although a minority of pupils do not listen well in class. Pupils have positive attitudes and enjoy the challenge of working towards their targets. They benefit from many opportunities to work independently. The school has been awarded an enhanced Healthy Schools Award and pupils have a good understanding of the need to adopt a healthy life style. Pupils talk confidently about what being safe means. 'We don't do bullying here,' said one pupil. They enjoy supporting each other as 'buddies'. Overall, pupils' spiritual, moral, social and cultural development is good and contributes towards a tolerant and supportive school community. However, their understanding of cultures other than their own is underdeveloped. The school council represents the views of fellow pupils effectively. Every class has a charter of rights signed by its pupils. This helps to increase their awareness of the need to show respect to others. They raise funds to support local and national charities.

## Quality of provision

### Teaching and learning

#### Grade: 2

Overall, teaching and learning are good. The teaching for the oldest pupils is outstanding. Throughout the school planning formats help teachers to identify the learning they expect pupils of different abilities to achieve. Some of the more able pupils in Key Stage 1 are set work that does not extend their thinking sufficiently and this limits their progress. Lessons are lively and well structured, often building a

sequence of short and varied activities to develop learning and maintain pupils' interest. Teachers make good use of questioning to assess pupils' understanding during lessons so that they can adjust their teaching accordingly. Teachers expect pupils to present their work well. In a minority of classes they do not insist that pupils listen to each other and this slows the pace of learning. The marking of pupils' work is very thorough and constructive. Pupils with learning difficulties or disabilities are well supported by skilful teaching assistants.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good. It is broad and balanced and is enriched by a good range of extra-curricular opportunities, including after-school clubs and the teaching of French. Residential visits throughout Key Stage 2 promote pupils' independence. The curriculum has been developed with the help of external support to improve pupils' attainment in specific areas. In the Foundation Stage, activities have often been teacher led which has restricted opportunities for children to become independent. The school has recognised this and put in measures to address it. In mathematics, increased use of interactive whiteboards has provided visual images. This is helping pupils to develop their own images to support their mental calculations. A phonics programme is promoting pupils' reading skills. These recent initiatives are raising standards for the younger pupils.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good. Strong links are forged with parents and carers. Their views and those of the pupils are actively sought. Teaching assistants support pupils with learning difficulties or disabilities very well and consequently they make good progress. Child protection procedures are secure and rigorously applied. The school works well with outside agencies to support the needs of vulnerable pupils. Risk assessments reflect the high priority given to pupils' health and safety. Systems to reward and encourage good behaviour are underpinned by behaviour charters which establish agreed expectations. Procedures for the on-going assessment of pupils' work are well established. Pupils are well informed either through marking or verbally of what they need to do in order to improve further and this contributes to their good progress. Short-term group targets are shared with the pupils and contribute to their learning.

## **Leadership and management**

### **Grade: 2**

Leadership and management of the school are good, with a successful focus upon raising standards and promoting the personal development of pupils. The senior management team's clear emphasis on improving standards and removing the barriers to learning has given the staff a shared sense of purpose and a commitment to

continuous improvement. Teachers are set targets and held accountable for the standards their pupils achieve. All teachers are involved in analysing and prioritising where improvements are needed and the views of parents and pupils are taken into account. Evidence of underachievement is investigated and action taken towards ensuring that pupils reach the standards they should. The role of subject coordinators has been developed in recent years and they now have good opportunities to gain an overview of their subject through observing lessons and monitoring planning. The outcome of recent initiatives demonstrates the school's good capacity to improve. Governors have conducted an assessment of their own effectiveness and have recognised the need to develop their roles to provide challenge as well as support.

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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	3
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	2
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	3
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 and being so helpful when we came to inspect your school. I am writing to tell you what I think about how well you are getting on and how well your school is helping you to learn.

You go to a good school that is getting better and better. Here are some of the things we liked about your school.

- you enjoy school and get on well with each other and with your teachers.
- you like doing challenging work and try hard to reach your targets.
- your teachers make lessons interesting.
- the school's new curriculum is helping you to achieve well.

Your headteacher is good. She and the other people who run your school want it to be even better, so this is what we have suggested.

- we would like all your teachers to make sure that those of you who find work easy are taught in ways that help you to do really well.

We enjoyed being in your school. We hope that in future it is even more successful in helping you to do as well as you possibly can.

Yours sincerely

Mary SinclairLead inspector