



Woodlea Primary School

Inspection Report

Unique Reference Number 124945
Local Authority Surrey
Inspection number 293148
Inspection dates 28–29 November 2006
Reporting inspector Christopher Gray

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

Type of school	Primary	School address	Long Hill
School category	Foundation		Woldingham
Age range of pupils	4–11		Caterham CR3 7EP
Gender of pupils	Mixed	Telephone number	01883 652358
Number on roll (school)	192	Fax number	01883 652898
Appropriate authority	The governing body	Chair	Mrs Helen Cook
		Headteacher	Miss Judith Crofts
Date of previous school inspection	2 July 2001		

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school is similar in size to most primary schools. Most pupils are of White British heritage and none speaks English as an additional language. The local area is socially advantaged though only one-quarter of the pupils come from the village of Woldingham. The headteacher was appointed in September 2005.

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 school which pupils love attending. They enjoy their lessons, playing in the secure wooded area and taking part in the many after-school activities.

Three-quarters of the pupils have a school lunch and they speak highly of how healthy and tasty they are. This level of enjoyment testifies to the good quality care, guidance and support that pupils receive. Pupils' personal development and well-being are good. They behave very well and are keen to give everyone a fair chance. In a Year 1 mathematics lesson, pupils sat silently in a circle while every child had the chance to compare the weights of two parcels. They were enthralled as each person assessed the parcels, but not a single pupil gave away what he or she thought, as they knew that would spoil it for those at the end.

Pupils achieve well. They reach well above average standards in English, mathematics and science by the time they leave in Year 6 and make good progress across the school. Standards in information and communication technology (ICT) are as expected for pupils of this age. Standards are not higher because there are too few opportunities for pupils to use computers in all subjects.

Children in the Foundation Stage make satisfactory progress towards the goals expected of them. Planning for reading and writing does not focus sufficiently on what children are to learn in each lesson, and this makes progress slower than it could be. The children also need more adult support. The school has already highlighted these issues.

The headteacher and her staff evaluate the work of the school closely and accurately. The many new governors are beginning to take part in this process. Frequent tracking of pupils' progress by the staff ensures that any who are falling behind are given prompt and effective support. This has led to big improvements in pupils' writing skills throughout the school and to higher standards in mathematics by Year 6. Monitoring of teaching has led to a good level of consistency in teachers' work, as shown in the good provision for pupils of different abilities. This ensures that the quality of teaching is good and helps pupils to make good progress. The school is much improved since the last inspection; as one parent wrote, 'Overall, I am thrilled with my choice of school and feel Woodlea has exceeded my expectations'.

What the school should do to improve further

- Improve planning for communication, language and literacy in the Foundation Stage so that it is clear what children are to learn in each lesson.
- Give pupils more opportunities to use their ICT skills in other subjects in order to raise standards.
- Increase the amount of adult support in the reception class.

Achievement and standards

Grade: 2

Standards are above average by Year 2 and well above average by Year 6. Given their starting points, this represents good achievement. Children in the Foundation Stage make satisfactory progress and enter Year 1 with skills that are typical of five-year-olds. The school's own analysis shows that children could be making faster progress in learning to read and write, and this is already being tackled.

No groups of pupils underachieve. Higher attaining pupils receive good challenge in most lessons. All pupils know how to use self-evaluation and their targets to improve their work. As one said, 'Targets help you make your work more interesting'. Pupils with learning difficulties receive good support from teachers and assistants, and make good progress towards their targets. In national tests, they achieve more highly than similar groups of pupils nationally.

Personal development and well-being

Grade: 2

Pupils very much enjoy coming to school. In discussion, all agreed with one pupil, who said that the best thing about the school is 'lots of people that are really nice'. They show an eagerness to learn and their attendance is good. Behaviour in lessons and around the school is very good.

Pupils' spiritual, moral, social and cultural development is good. They have a clear understanding of right and wrong. Relationships are very good. Reflecting on the nature of different religions, one boy said, 'It is important to have something to stand up for because, if not, people might force you to join them'.

Pupils feel safe in school and say that any instances of bullying are dealt with quickly. Pupils contribute to the school community through responsibilities such as working on the school council. Members spoke with some pride about running their own budget and discussing spending priorities with classes. This is evidence of good economic well-being, though pupils' skills in ICT are not as strong as those in literacy and numeracy. Pupils also contribute well to the wider community through activities such as singing for elderly people at Christmas. They have an excellent understanding of why a healthy lifestyle and being active are important.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Teachers are expert at explaining complicated things in easy stages. In an outstanding mathematics lesson, Year 2 pupils, coming for the first time to division, saw what it meant when one boy was asked to share a group of eight children fairly between four hoops. Interactive whiteboards are used well in most

lessons to make learning easier. Teachers mark pupils' work well and sometimes offer helpful comments as to how the work could be improved. Teaching assistants have recently received effective training and give good support, especially to pupils with learning difficulties.

Recent improvements to the teaching of ICT mean that pupils are developing these skills systematically. However, pupils do not have enough opportunities to use ICT in other subjects.

Curriculum and other activities

Grade: 2

The school provides a good curriculum. Timings of the school day have been changed to ensure that pupils have sufficient opportunities to study the full range of subjects. The curriculum is broadened through the teaching of French in Years 3 to 6. Improved planning is helping achieve consistency and continuity between year groups and, overall, the curriculum meets pupils' needs well. However, planning for the teaching of communication, language and literacy in the Foundation Stage does not focus sufficiently on what children should learn in each lesson. Each class is provided with good quality personal, social and health education. Pupils spoke positively about the very good range of clubs, which are well attended. These include sports, choir and chess. A wide range of visits and visitors enhances the curriculum further.

Care, guidance and support

Grade: 2

Pupils receive good care, guidance and support. The school is effective in keeping them safe and secure and meets all statutory requirements. The school makes its own arrangements for school lunches to ensure the good and healthy quality of school meals, and is rewarded with unusually high take-up. Pupils' progress is closely monitored and assessment data are used well in all subjects to influence their future learning. Pupils welcome the chance to evaluate their own learning at the end of lessons; as one said, 'You know what you're doing the next day'. Adults in the Foundation Stage work hard to develop pupils' skills through questions and answers, but the size of the room and the L-shaped outdoor space mean that their work is spread too thinly.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher has been very successful in developing many aspects of the school's work and standards are improving. A strong sense of teamwork is evident throughout the school and the leadership team has successfully fostered a learning environment in which pupils feel safe and valued.

Good procedures for tracking pupils' progress have been developed and these are having a positive impact on pupils' achievement. A systematic approach to monitoring

the quality of teaching and learning has been adopted. This has identified areas of good practice together with those needing improvement. Appropriate support is being provided where weaknesses have been identified, for example, through a developmental programme in ICT.

The quality of the school improvement plan is good. It focuses on raising standards, and priorities are based on careful self-evaluation. Aspects of planning and monitoring, identified as weaknesses at the time of the last inspection, have been improved. The overall quality of provision in the Foundation Stage has been improved, but there are still some weaknesses. The school has already identified these and has acted to strengthen provision, as in the good systems of assessment now used in the reception class. This demonstrates the school's good capacity to make further improvements.

Many governors are new to their role and are developing their understanding of the school's strengths and areas for development. They have received training and are now contributing to planning for improvement and target setting.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	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

How well do learners achieve?	2
The standards ¹ 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

How good is the overall personal development and well-being of the learners?	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	1
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

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	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 making us so welcome when we visited your school recently. There were many things we enjoyed, such as the discussions we had with groups of you, or sitting up in our attic, watching you playing happily in the wood in the autumn sunshine.

You attend a good school and clearly enjoy doing so. You understand how to keep safe and healthy and you make sensible choices for your lunch. We noticed how many of you help each other at lunchtime, such as the Year 5 monitors or those who share out the bowls of fruit.

You reach very good standards in English, mathematics and science. I saw this in a Year 6 science lesson, when groups of pupils were discussing how to test the effect on the brightness of a bulb of changing the length of the wires. They used good literacy skills in writing up their predictions and methods and had data loggers to measure the light. Many of you enjoy ICT, and we have asked your teachers to give you more chances to use computers in other subjects, to help you reach standards as good as those in English, mathematics and science.

You benefit from good teaching and one of you told us that all your lessons are good. Teachers help you to understand new work by explaining it carefully and by giving you targets to make it better. Your headteacher is good at her job and she and her staff make sure that your school is always trying to get even better. To help them, we have asked them to do a couple of things in the reception class. The first is to give the children more adult help. The other is to make changes in the way adults plan for the children to learn to read and write, to help them make faster progress.

We hope you continue to have an enjoyable education at Woodlea.

Yours sincerely

Christopher Gray
Lead inspector