

Woodmansterne Primary School

Inspection report

Unique Reference Number	100590
Local Authority	Lambeth
Inspection number	335564
Inspection dates	18–19 May 2010
Reporting inspector	Linda Pickles

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	487
Appropriate authority	The governing body
Chair	Giles Barnard
Headteacher	Anita Wright
Date of previous school inspection	16 January 2007
School address	Stockport Road London SW16 5XE
Telephone number	020 87641825
Fax number	020 86799090
Email address	headteacher@woodmansterne.lambeth.sch.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by four additional inspectors. The inspection team visited 22 lessons and observed 15 class teachers at least once. They held meetings with governors, staff and groups of pupils. The inspection team did not meet with parents and carers. Inspectors observed the school's work and looked at various papers, including development plans, the school's monitoring of provision, safeguarding documentation and 140 questionnaires completed by parents and carers. They also looked at questionnaires from 119 pupils in Years 3 to 6, and 48 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- pupils' attainment and their progress, particularly for more able pupils and those with special educational needs and/or disabilities
- the quality of teaching to determine if it is sufficiently challenging
- the extent to which the curriculum and care, guidance and support meet the needs of all pupils, including those identified as vulnerable
- the effectiveness of the school's leadership, including governors, in securing and sustaining improvement based on accurate self-evaluation.

Information about the school

The school is well above average in size. The proportion of pupils who come from minority ethnic backgrounds is well above average, with the largest group being pupils from Asian backgrounds. The proportion of pupils who speak English as an additional language is well above that found nationally and a small minority are at the early stages of learning English. The percentage of pupils with statements of special educational needs is lower than the national average. The proportion of pupils who enter and leave the school at other than the normal times is well above average. The school has a children's centre, which is managed by the governing body. After school childcare is provided on the school site and this is not managed by the governing body. The school has an advanced award for promoting healthy living.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Main findings Woodmansterne Primary is a good school which provides a safe, friendly and welcoming environment. Parents and carers greatly appreciate the school's work, particularly the outstanding level of care it provides for its pupils, including those identified as vulnerable. The school's partnership with other agencies is a significant strength of the school. Most parents and carers who responded to questionnaires agreed that the school keeps their child safe. As one parent stated this is, 'a lovely, welcoming school with a real community feeling.' Pupils behave well and have an excellent understanding of how to keep themselves safe and the benefits of a healthy lifestyle. As one pupil said, 'Doing sport makes me happy.'

Children make good progress in the Early Years Foundation Stage. Pupils make sound progress in Key Stage 1 and good progress from then on to reach above average levels of attainment by the time they leave school. Pupils with special educational needs and/or disabilities make good progress because of the well-targeted support they receive both in and out of class. Above average attainment has been maintained since the last inspection and all pupils across the school make good progress in reading. The school has been successful in improving attainment and accelerating progress in writing and mathematics, but this is not yet consistent across all year groups. Pupils, including the more able, achieve well because the overall quality of teaching is good, with some outstanding lessons observed. Some teachers, however, do not make enough use of assessment information to plan activities that accurately match pupils' different levels of ability or check how well pupils understand their learning during lessons. Teachers and other adults have positive relationships with pupils and manage behaviour well.

Assessment of pupils' learning is good, and clearly focused marking, particularly in English, has made a significant contribution to sustained good progress and above average attainment. Teachers mark books regularly. However, they do not consistently give information to pupils about how to improve their work further or involve them in assessing their own progress. The good curriculum motivates and engages pupils because it reflects their interests and the school's rich cultural diversity.

As a result of the headteacher's purposeful leadership, rooted in clear strategic planning, the school has been successful in sustaining good outcomes for pupils since the last inspection. Senior leaders and managers make very effective use of monitoring activities to identify clear priorities for improvement and have been successful in ensuring the quality of teaching has remained good following the appointment of new staff. Tracking of pupils' progress and attainment is rigorous and monitoring of teaching is clearly linked to outcomes for pupils. Senior leaders and governors have an accurate understanding of the school's strengths and weaknesses and this underpins the school's good capacity to

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

improve.

What does the school need to do to improve further?

- Accelerate progress and raise attainment in writing and mathematics through improving the proportion of good and better teaching by:
 - sharing existing good practice within school
 - using assessment information more rigorously to plan activities which challenge all groups of learners in lessons
 - checking more closely pupils' understanding during lessons.
- Improve the quality of marking by building on existing good practice in English by:
 - consistently giving pupils information about what they need to do to improve their work further
 - providing more opportunities for pupils to be involved in assessing their own learning.

Outcomes for individuals and groups of pupils

2

The quality of learning observed in lessons during the inspection was good overall, and attainment in the older classes was above average. In all lessons observed, pupils showed positive attitudes towards their learning and cooperated well when working in pairs. In an outstanding Year 6 mathematics lesson, pupils made excellent progress when using information and communication technology (ICT) to enter and interpret data on a spreadsheet. Pupils, working in small groups, were engaged and motivated because the activities challenged them, they had a clear understanding of what they were doing and were directly involved in assessing how successful they had been. Pupils with special educational needs and/or disabilities achieve well because they are given good support in lessons by additional adults. There is no significant variation in the outcomes for pupils from different groups. Where progress was slower, activities did not match pupils' different abilities closely enough and they had limited opportunities to show what they had learning during the lesson. Pupils are not always clear about what they need to do to improve their work further, and the extent to which they assess their own learning is inconsistent.

Pupils enjoy school and behave well in class and on the playground. They have an excellent understanding of how to keep themselves safe and are confident that adults will sort out any concerns they may have. Pupils speak enthusiastically about the range of sporting activities they take part in both during and outside the school day. They have an excellent understanding of how exercise and a healthy diet contribute to their physical and emotional well-being and this is reflected in the school's advanced award for promoting healthy living. Members of the school council are proud of the contribution they make, including their involvement in the recruitment of senior members of staff. Pupils trained as peer mediators help other pupils during playtimes. Pupils have a good understanding of the local community because they regularly take part in local events

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

and meet with local residents when researching history topics. Pupils from many different cultural backgrounds work and play together harmoniously as a result of their good social, moral, spiritual and cultural development and they feel well looked after by adults in school. They have a clear sense of right and wrong and are proud of their fundraising for local and national charities to help others less fortunate than themselves. Pupils are well prepared for the next stage of their education because of their well-developed basic skills, including ICT and average attendance.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

How effective is the provision? All teachers manage pupils' behaviour well and relationships in lessons between adults and pupils are positive and harmonious. Teachers plan a range of activities which reflect pupils' interests but these do not always adequately match pupils' prior learning to enable them all to make good progress. Teaching in Key Stage 1, although satisfactory overall, is improving. In the best lessons, assessment information is used to plan activities which match pupils' different abilities, and skilful questioning challenges and checks their understanding during the lesson. In

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

lessons where progress is slower, there is too much 'teacher talk' and opportunities for pupils to demonstrate their understanding are limited. In a good Year 4 English lesson, pupils achieved well because tasks provided appropriate challenge for different groups, pupils were clear about what they were doing and were actively involved in assessing their progress. Pupils' work is regularly marked and comments are very supportive. The extent to which pupils are given information about how to make their work better and involved in assessing their own progress is stronger in English than other subject areas. Excellent levels of care and support, and close collaboration between the school and other agencies, make a significant contribution to pupils' good progress and emotional well-being. Staff respond quickly to any concerns about individuals and groups, and learning mentors are very effectively deployed to support pupils in danger of falling behind. The good curriculum is well adapted to support pupils' learning and engages them because topics link to real-life contexts. Effective use is made of the school's environment, including the new allotment, to promote pupils' understanding of the natural world. The school is strengthening links across subjects to make learning more meaningful for pupils and further extending the good opportunities that pupils have to use ICT. Themed weeks around fitness and the environment, visits to central London, residential visits and extra-curricular clubs provide good enrichment opportunities and take-up is high.

The school's newly established children's centre has been successful in involving parents and carers in supporting their child's learning and enabling adults to access further education and develop their own skills for learning. The school has rigorous procedures for monitoring attendance, which have been successful in improving overall attendance as well as reducing the proportion of pupils who are persistently absent. Transition arrangements are well established and provide comprehensive support for pupils, including those with special educational needs and/or disabilities and those identified as vulnerable, when they transfer to the next stage of their education.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

How effective are leadership and management? The headteacher, ably supported by the senior leadership team, has ambitious expectations which are clearly communicated and shared by staff. Staff are highly motivated and committed to the drive for continuous improvement. All aspects of the school's provision are closely monitored by senior

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

leaders, particularly the quality of teaching and its impact on pupils' progress. Middle leaders monitor outcomes and provision and are developing their monitoring role to improve the quality of teaching. Senior leaders recognise that progress is not yet as good as it could be, especially at Key Stage 1. Assessment data are used rigorously to identify areas of weakness. The school is accurately focusing on accelerating progress in writing and mathematics across the school and monitoring the impact of its actions. The school's inclusive ethos is focused well on promoting equality of opportunity amongst all groups of pupils and tackling discrimination. The school has identified where further improvements can be made to ensure pupils make good progress across both key stages.

Governors provide good challenge and support for the school as a result of the clear systems in place to evaluate the school's performance. The recent introduction of the parent council is providing more opportunities for parents and carers to contribute to the future direction of the school and is making a good contribution to the positive relationships the school has with parents and carers. The school works highly effectively with a range of partners, including the on-site children's centre, and this makes a significant contribution to the good achievement and well-being of pupils, particularly the most vulnerable. The school sets challenging targets and the school recognises that pupils will need to continue to make good progress in order to reach them. Procedures for safeguarding are good and staff are well trained to meet the safety and welfare needs of pupils. The school's promotion of community cohesion is good and the pupils' annual visit to a school in France makes a good contribution to the harmonious relationships that exist both within school and the wider community.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Early Years Foundation Stage

Children make good progress in Nursery from starting points that are well below those expected for their age particularly in social and emotional and language development. Children make good progress in Reception and by the time they enter Year 1 are working at levels that are broadly in line with national expectations for their age but lower for some aspects of mathematical development, including calculating. Children, including those with special educational needs and/or disabilities, achieve well because teachers respond well to their needs and interests and provide them with many opportunities to develop their basic skills. Assessment data are used effectively to provide learning experiences that are well matched to children's needs and this makes a significant contribution to children's good progress in Nursery. Staff have made good use of support from the local authority to improve children's reading and writing skills, which has increased attainment and accelerated children's progress in communication, language and literacy.

The indoor and outdoor learning environments are well resourced and provide varied and exciting activities which cover all areas of learning. Opportunities for Reception children to use large equipment, for example wheeled toys, are limited due to the size constraints of the outdoor area. Good use is made of the outdoor environment to develop children's knowledge and understanding of the world and promote skills of independence. Children play well together and understand the importance of taking turns and sharing equipment. Teachers provide a good balance of activities led by adults and those that children choose for themselves. Sometimes tasks during adult-led activities do not provide sufficient challenge for more able children. Additional adults support children's learning effectively and children's safety and welfare requirements are promoted well through good levels of supervision. Staff work well together and the Early Years Foundation Stage leader has a clear understanding of the strengths and areas for improvement in provision. Plans are in place to improve children's skills in problem-solving and reasoning to match the progress they are making in reading and writing. The quality of teaching and children's progress are regularly monitored and links with parents and carers are strong.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

From the returned questionnaires, it is clear that the school enjoys the confidence and support of the very large majority of parents and carers and almost all agree that their children enjoy school. Most responses to questions were positive and the very large majority of parents and carers agree that the school keeps their children safe. A few noted concerns about the progress their children are making and how effectively the school deals with unacceptable behaviour. Inspectors found that the very large majority of pupils make at least good progress and during the inspection, pupils behaved well.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Woodmansterne Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 140 completed questionnaires by the end of the on-site inspection. In total, there are 487 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	93	66	45	32	0	0	1	1
The school keeps my child safe	93	66	42	30	3	2	0	0
The school informs me about my child's progress	63	45	73	52	4	3	0	0
My child is making enough progress at this school	46	33	79	56	12	9	0	0
The teaching is good at this school	67	48	67	48	5	4	0	0
The school helps me to support my child's learning	68	49	61	44	10	7	0	0
The school helps my child to have a healthy lifestyle	67	48	38	49	3	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	47	34	74	53	7	5	2	1
The school meets my child's particular needs	50	36	77	55	10	7	1	1
The school deals effectively with unacceptable behaviour	52	37	74	53	8	6	2	1
The school takes account of my suggestions and concerns	46	33	79	56	10	7	1	1
The school is led and managed effectively	56	40	78	56	4	3	0	0
Overall, I am happy with my child's experience at this school	79	56	55	39	4	3	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



20 May 2010

Dear Pupils

Inspection of Woodmansterne Primary School, London SW16 5XE

Thank you for making the members of the inspection team feel so welcome when we visited your school recently. We really enjoyed talking to you and listening to your views about the school. You told us that you enjoy school, feel very well looked after by teachers and adults and learn a lot in lessons. We judged Woodmansterne Primary to be a good school.

These are the things that we think are good about your school.

- Adults in school take excellent care of you and check that you are doing well in your learning so you make good progress.
- You behave well and have an excellent understanding about how to keep yourself safe and the importance of a healthy diet and exercise.
- Your teachers and other adults work really well with people outside school to help you with your learning and development.
- Marking in your English books tells you how to improve your work.
- The governors help the headteacher and staff make sure you do well.

To help the school become even better, these are some of the things we have asked the headteacher, teachers and governors to do:

- Make sure that work in lessons helps everybody to make as much progress as they can.
- Give you more opportunities to show what you have learnt in lessons.
- Give you more information about how to make your work even better.
- Involve you more in finding out how well you are doing.

You can help by continuing to work hard in lessons and coming to school every day. We wish you all the very best for the future.

Yours sincerely

Linda Pickles

Lead Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.