

Inspection of a good school: Woodlea Primary School

Long Hill, Woldingham, Caterham, Surrey CR3 7EP

Inspection dates:

11–12 February 2020

Outcome

Woodlea Primary School continues to be a good school.

What is it like to attend this school?

Pupils are happy and enjoy coming to school because staff provide a positive and warm environment. One parent said, 'My children skip in.' Pupils know that the staff care about them and want them to be successful. Parents appreciate this. They say that it helps their children to achieve well.

Leaders and staff have high expectations for all pupils. They want pupils to have high aspirations for themselves. Pupils understand that teachers help them to improve their academic skills by challenging their thinking. The school does not just focus on academic outcomes. Leaders have designed a curriculum to help pupils grow into well-rounded young people.

Pupils behave extremely well. They are friendly and polite to everyone. Pupils said that they feel safe in school. There are very few bullying incidents. Staff are quick to deal with any issues of poor behaviour. Pupils know that staff will help them deal with all their concerns and worries.

Most parents like the school. They particularly appreciate how staff know their children and the care that their children receive. One parent said, summing up the thoughts of many parents, 'I feel they really understand my child.'

What does the school do well and what does it need to do better?

Leaders have constructed an ambitious curriculum. Planning in most subjects sets out in detail the knowledge and skills pupils should learn and when they should learn it. The curriculum is well sequenced and carefully planned. Pupils learn the full range of all subjects in all year groups. However, leaders know that there is some further work to do to review planning in a few subjects, such as history and computing, to ensure that pupils achieve as well as they could in all subjects.

Pupils' behaviour during lessons and conduct around the school is impressive. In all classes, learning flows because pupils listen very attentively to staff and each other. Low-level disruption is extremely rare but if it happens it is dealt with swiftly.

Teachers have strong subject knowledge. Leaders help staff to continually develop their practice. Leaders and teachers plan learning that builds on what pupils know already. This helps pupils make links in their work across subjects and over time. Lessons are exciting and interesting.

Disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND) have their needs met effectively. The special educational needs coordinator works closely with staff to make sure that resources and planning are well matched to help pupils do well in their work.

Leaders make sure that phonics is well taught. Staff have expert training. They model sounds clearly and precisely. Pupils use the sounds they know to help them tackle unfamiliar words accurately. Staff skilfully help less confident readers to read more fluently. Older pupils have a strong understanding of the texts that they read. Teachers check pupils' understanding of what an author may be implying and the vocabulary used.

School leaders plan well for pupils' broader development. Pupils learn about healthy living. They know that physical exercise helps them to keep fit. A very large number of pupils attend sports clubs and take on extra responsibilities. For example, the 'playground angels' help to resolve any minor disagreements at playtime.

Children learn well in Reception. They learn to write letters at the same time as learning the sounds. Staff provide many interesting opportunities for children to count and become confident with numbers. Parents spoke positively about how their children had settled into school.

Pupils' understanding of British values, such as respect, tolerance and individual liberty, is strong. Pupils visit a range of places of worship to learn about different faiths and religions. In lessons and assemblies, pupils reflect on how their actions can either help or hurt others. Pupils are well prepared for life in modern Britain.

Staff like working at the school. They are highly motivated and work hard for the benefit of all pupils. Staff told me that leaders are 'genuinely aware' of their workload and well-being.

Governors have an in-depth understanding of the strengths and weaknesses in the quality of education. They hold leaders to account and ask challenging questions to make sure that all pupils learn and achieve well.

Safeguarding

The arrangements for safeguarding are effective.

Leaders, staff and governors are vigilant about pupils' welfare. They know their pupils well and the potential warning signs to look out for. This is because they are well trained. Leaders ensure that the procedures for sharing and recording safeguarding concerns are effective. Leaders make rigorous checks on all adults who work in the school. Records of these checks are thorough and comprehensive.

Leaders ensure that there are good opportunities in the curriculum for pupils to learn how to manage risks to their safety. For example, in their computing lessons they learn how to keep safe when online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils do not develop their knowledge and skills as well as they could across the whole curriculum. This is because in a very small minority of subjects, the curriculum is not yet as sufficiently well sequenced as it could be. Leaders should continue to further refine planning in subjects such as history and computing.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the predecessor school, Woodlea Primary School to be good.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	144232
Local authority	Surrey
Inspection number	10122307
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	204
Appropriate authority	Board of trustees
Chair of trust	Karen Quinton
Headteacher	Nichola Riches
Website	www.woodlea.surrey.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- This is the first inspection of the school since it joined the Tandridge Learning Trust in 2017.

Information about this inspection

- I met with the headteacher, assistant headteachers and subject leaders. I met with the special educational needs coordinator and staff responsible for safeguarding. Meetings were also held with teachers and support staff.
- A meeting was held with four governors, including the chair of the governing body, the chair of the trustees and the chief executive officer.
- I took account of the 107 responses to Parent View, Ofsted's online questionnaire and considered responses to the questionnaires completed by 14 members of staff. I also spoke with parents at the end of the school day.
- I focused deeply on reading, mathematics and history. For each subject, I met with the subject leaders and teachers. I visited lessons, looked at pupils' work and talked with pupils about their learning.

- I met with pupils to talk about their views on the school.
- A range of documentation was scrutinised, including the school's checks on the suitability of staff to work with children.

Inspection team

Richard Blackmore, lead inspector

Ofsted Inspector

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