

Woodhill Primary School

Woodhill, London, SE18 5JE

Inspection dates 4–5 December 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because:

- Not all pupils achieve as well as they should from their below average starting points.
- Standards at the end of Year 6 have fluctuated over time and last year were below the national average in reading, average in writing and above in mathematics.
- Progress varies too much from class to class. Despite some good progress, not all pupils make fast enough progress to ensure that they reach the levels of attainment expected for their age.
- Leaders' actions are improving teaching but there are still too many inconsistencies to secure all pupils' good achievement across the school.
- The main shortcomings in the teaching which is not good include pace, the effectiveness of checks on learning, marking and feedback and the lack of precision in questioning.
- Although most pupils behave well, not all staff have high enough expectations for behaviour and some pupils do not learn as successfully as they might as a result.

The school has the following strengths:

- The new headteacher has firmly set the school on an improving course. He has inspired and raised the expectations, skills and accountability of senior leaders, staff and governors. Rapid and successful action is well underway to improve significant aspects of the school's work.
- Children get a good start to school in the Early Years Foundation Stage. They make good gains in their learning and the large majority reach a good level of development by the time they start in Year 1.
- Parents and carers are very positive about the school's work and the changes in the school since September.

Information about this inspection

- The inspectors observed substantial parts of 22 lessons, many of which were joint observations with the headteacher and senior leaders. In addition, inspectors talked to pupils about their work, looked at their work in books and listened to pupils from Year 2 and Year 6 read.
- Meetings were held with the headteacher, other staff with key senior leadership and middle leadership responsibilities, groups of pupils, governors and a representative from the local authority.
- Inspectors looked at a wide range of documentation including the school's own check on its performance, the school improvement plan, records of the school's checks on the quality of teaching, information on pupils' progress and documents relating to safeguarding.
- Inspectors took account of 14 responses to the online questionnaire (Parent View), the school's own survey of parents and carers and spoke to some parents and carers at the start of the day.

Inspection team

Margaret Coussins, Lead inspector

Additional Inspector

Gavin Jones

Additional Inspector

Peter Lacey-Hastings

Additional Inspector

Raymond Prentice

Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school and the number on roll has increased since the previous inspection.
- The school has a diverse ethnic population. The largest group, around one third of pupils, are of Black African heritage and the next largest group are from White British backgrounds.
- The proportion of disabled pupils and those who have special educational needs supported at school action is below average. The proportion supported by school action plus or with a statement of special educational needs is above average.
- The proportion of pupils for whom the school receives the pupil premium, which is additional funding for those known to be eligible for free school meals, are in the care of the local authority or are children from service families, is well above average.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school makes provision for the Early Years Foundation Stage in two Nursery classes and three Reception classes.
- The school provides daily breakfast and after-school clubs.
- The headteacher has been leading the school since September 2013. Since that time there have been many changes in staffing and leadership.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better throughout the school in order to raise standards and achievement by:
 - keeping up a good pace to teaching and learning in all lessons so that pupils make rapid progress
 - ensuring that teachers questioning and assessment in lessons move pupils' learning forward; providing effective challenge for the most able and support for the least able
 - ensuring that marking and feedback help pupils to evaluate their own learning and understand the next steps they need to take to improve their work.
- Improve behaviour by ensuring that all adults have consistent and high expectations for behaviour so that all pupils learn as well as they can.

Inspection judgements

The achievement of pupils

requires improvement

- Not all pupils maximise their achievement because teaching varies too much and this requires improvement. Progress is good in the Early Years Foundation Stage and in Key Stage 1 but uneven in Years 3 to 6.
- For the past three years, attainment at the end of Key Stage 2 has generally been below average. In contrast, attainment at the end of Key Stage 1 over time is broadly average and there has been a steady upward trend.
- The 2013, as yet un-validated national test results for Year 6 pupils show that attainment in reading was below average but average in writing. Mathematics results improved considerably and were above average. The school's strong focus on the subject over the year was very effective in driving improvements.
- Lesson observations and pupils' work in books since the beginning of the year show that, because of higher expectations and improvements in teaching, pupils are beginning to make faster progress in Key Stage 2.
- Children start at school in the Nursery or the Reception Year with skills and knowledge that are below the expectations for their ages. They make good progress in the Early Years Foundation Stage because they are well taught and the large majority reach a good level of development by the time they start in Year 1.
- In the 2012 phonics screening check (linking sounds and letters) the proportion of pupils in Year 1 reaching the expected standard was below average. In 2013 the proportion increased to above average. Reading is a key focus for the school. Leaders have taken effective and rapid action to improve achievement in reading by investing in the purchase of new, quality books in every class, training to develop skills in the teaching of guided reading and planning the curriculum around a set of core texts. As a result, pupils have an increasing enjoyment of reading and are rapidly developing a depth of understanding of texts and higher-level reading skills of empathy, inference and deduction.
- Pupils are given lots of opportunities to write in different styles and for different purposes to help develop their writing skills. Pupils in Year 3, for example, showed great determination and resilience in using the correct amount of syllables to write a Haiku.
- The school's records show that the progress of different groups, including disabled pupils and those with special educational needs, boys and girls, the most able pupils, those from different ethnic heritages and those who speak English as an additional language, is generally similar. Additional support is effective when pupils work with one-to-one or small-group support from teaching assistants who mostly ensure that their needs are well met.
- In the 2012 national tests, the attainment of pupils in Year 6 who received support funded by the pupil premium was four months behind that of their classmates in mathematics and similar in English. In 2013 the gap in attainment closed in mathematics. Attainment was above their classmates' in writing by just under four months and was equal in reading.

The quality of teaching

requires improvement

- Teaching requires improvement because of inconsistencies in its quality across the school. There is an increasing proportion of good teaching. However, over time, teaching has not been consistently good enough to ensure that all pupils achieve well in English and mathematics.
- Teachers' questioning and assessment of pupils' learning in lessons are not always effective so work is sometimes too easy for the most able and a lack of support for the least able pupils.
- There are some excellent examples of marking and feedback to pupils on the work they have completed. However, teachers do not always ensure that pupils are able to evaluate their own

learning and progress and know what to do next to improve.

- The pace of teaching and learning is sometimes too slow because expectations are not high enough in every class, particularly in Key Stage 2. This is often because of over lengthy introductions to lessons that limit the amount of time pupils have to get on with their work and this hampers their progress.
- Teaching assistants make a good contribution to pupils' learning when supporting pupils with special educational needs and other vulnerable pupils on a one-to-one basis or in small groups. In some lessons, their impact in reinforcing learning is less effective.
- Pupils generally have positive attitudes to learning and are keen to do well. Occasionally, the tasks they are set do not capture their full interest, their behaviour drops and enjoyment in learning suffers.
- The most effective teaching is engaging, motivating, provides well-planned activities with high expectations and moves all pupils' learning forward at a brisk pace. This was well demonstrated in a lesson in Year 4 where pupils learned to use inference to understand characters in a text because of the teacher's skilful and probing questioning. Time was well used and the tasks, pitched at the right level for everyone, resulted in good progress.
- Pupils have lots of opportunities to discuss their ideas together to develop their thinking and work together well. For example, pupils in Years 1 and 2 enjoy writing stories inspired by their core text 'Max the Superhero'. Pupils discuss ideas together and learn from each other before recording their ideas. As a result, some high-quality pieces of creative writing were produced.
- Teachers make sure that classrooms are stimulating and support learning effectively. All classes have 'working walls', which are used well. One pupil said, 'In literacy, when I'm stuck, I use the working wall and I solve things for myself.'
- Children in the Early Years Foundation Stage are happy and secure. They are taught well and quickly settle into the routines of the day. Staff encourage their independence very successfully.

The behaviour and safety of pupils

requires improvement

- Parents, carers and pupils agree that behaviour is improving and that most pupils behave well. However, some pupils still require too many reminders about the expected standard of behaviour in lessons and around the school.
- Where teaching is less effective because lessons do not fully engage or challenge pupils, the approach to learning of a minority of pupils is not as positive as it should be and they become inattentive and distracted from their tasks which hampers their learning.
- Leaders have introduced guidelines for managing behaviour and they monitor the effectiveness and impact of them on learning. Expectations and management of behaviour are mostly consistent and promote positive behaviour. On occasion, however, expectations are not clear as some staff do not consistently apply the school's approach to managing behaviour.
- School records show that incidents of low-level behaviour are reducing and the school is supporting the few pupils who have specific behavioural needs that result in persistent incidents and occasional exclusion.
- Pupils say they feel safe in school. They told inspectors that 'there used to be lots of bullying but it's a lot better now'. They are confident that any incidents will be sorted out fairly and quickly by staff and that they can talk to them if they have any problems. Pupils also value the role of trained peer mediators who 'help people solve problems'. They are aware of the different forms bullying may take.
- The school fosters respect, responsibility and positive relationships between pupils and promotes equality, enabling pupils to appreciate how they should behave towards each other. As a result, discrimination is tackled and pupils from a wide variety of different backgrounds generally get on well together.
- Attendance has improved due to leaders' effective actions and is now average. The breakfast

club is a positive feature and encourages pupils to arrive punctually for school.

The leadership and management are good

- The headteacher provides highly effective, experienced and inspirational leadership. His ambition and vision, which are shared by all leaders and the governing body, are firmly anchored in the relentless and determined drive to improve pupils' achievements.
- On his appointment, the headteacher quickly identified areas that required improvement and took rapid and effective action to bring about changes. These included swift eradication of inadequate teaching, significant refurbishment of the school to improve the learning environment, staff training to increase leadership capacity, improvements in behaviour and not least, changes in the culture and ethos in the school and its status in the community.
- Monitoring is rigorous and is undertaken by senior and middle leaders. Accurate self-evaluation ensures that the correct priorities for improvement are identified and provide a clear steer for the school's future work. Leaders are fully aware of the need to further improve pupils' achievement and fully embed new policies. Plans are well in hand to support this.
- There is a very strong focus on improving teaching and learning. Senior and middle leaders provide effective guidance for all teachers, including those who are new to teaching, to develop their skills within a culture of support and high expectations coupled with well-targeted professional training and development.
- Performance management procedures ensure teachers know they are accountable for pupils' progress and that this is linked to pay and salary progression. Middle leaders have to account for the impact of their work on a weekly basis, which is evaluated by senior leaders. As a result the proportion of good teaching is improving.
- The curriculum was reviewed at the beginning of the term to ensure that it captures pupils' interests and imagination. The curriculum is enriched with a range of clubs and visits that, as well as assemblies, promote pupils' spiritual, moral, social and cultural development effectively. For example, Year 6 pupils visited the Churchill War Rooms to further their study of the Second World War which was initiated by reading *Goodnight Mr Tom*. Year 4 pupils visited a local park to gain inspiration for their writing, linked with their reading of *The Green Ship*.
- The school already gives high priority to a wide range of sporting opportunities and is building effectively on this with the extra funding for sports and physical education to benefit pupils' health and well-being in the longer term. For example, the school has appointed a specialist physical education teacher to work alongside teachers in lessons to increase their subject knowledge and clear plans are in place to evaluate the impact.
- Parents and carers who responded to the online survey and the school's own survey as well as those who spoke to inspectors are supportive and positive about the school and the changes that have taken place.
- The local authority works well with the school. It is supporting the school effectively in improving teaching and learning and increasing the capacity of leadership.
- **The governance of the school:**

The governing body works closely with the senior leadership team to secure school improvement. Governors, particularly the executive committee, have a good understanding of the school's data and they know how well the school is doing compared to all schools nationally. They are well informed by the headteacher and senior leaders and by the increasing effectiveness of their own monitoring procedures which enable them to know the school's strengths and areas to improve. Governors have a good overview of teaching in the school and the links between the quality of teaching and pay and promotion. There is a good knowledge of how well the school uses the pupil premium funding to enable the most vulnerable learners to achieve. The governing body keeps close watch on the budget, additional funding and ensures statutory duties are met including those for safeguarding.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	100145
Local authority	Greenwich
Inspection number	428817

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	473
Appropriate authority	The governing body
Chair	Samantha Curtis
Headteacher	Rob Carpenter
Date of previous school inspection	20–21 March 2012
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