

Inspection of Wood Street Infant School

Wood Street, Guildford, Surrey GU3 3DA

Inspection dates:	28 and 29 January 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since March 2015. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

There are lots of smiles at Wood Street Infants from pupils, staff and parents and carers alike. Positive relationships built on trust permeate the school. The pupils are kind and considerate of each other. They are curious to learn more. Parents value the nurturing and inclusive atmosphere. There is a strong sense of community in this school.

Pupils feel safe and confident. The school's values help pupils build resilience and independence. Pupils speak about 'bouncing back' when faced with something they find tricky. The school's 'giving back' scheme encourages pupils to show these values beyond the school gate. Pupils are proud of the awards they win through showing care and compassion to others and by helping to maintain their environment through litter picking.

On the whole, behaviour in lessons is positive. Occasionally, it can be a bit chatty and a few pupils lose focus. For the most part, staff deal with this well. The majority of pupils take the school's 'TEAM' rules seriously. Pupils strive to be the best they can be.

The school is ambitious for all pupils, including pupils with special educational needs and/or disabilities (SEND). Pupils typically achieve well across the curriculum.

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

The school has designed a curriculum that is ambitious, broad and which meets pupils' needs. Staff know all pupils well in this small school. The school has established efficient systems to identify the needs of pupils with SEND quickly and accurately. Teachers adapt learning well. They consider the unique needs of pupils with SEND carefully.

Learning starts well in early years. The early years curriculum takes into account children's individual starting points meticulously. Staff focus on getting the most out of each interaction with a child. They model new vocabulary and expand on children's talk well. As a result, children gain confidence using new words and phrases. Children are deeply engaged in the skilfully crafted learning activities that develop children's independence effectively.

Teachers have secure subject knowledge. They present information clearly. The school has considered what it wants pupils to remember long-term. Teachers check this information and help pupils to remember it. In some subjects, this is particularly effective. Pupils learn knowledge and skills that lay a secure foundation for future learning. For example, in art Year 1 pupils understand different collage techniques that they could use in their future art pieces such as scrunching, tearing and fringing. However, in a few subjects within the wider curriculum, the learning sometimes consists of random facts. These facts do not always help pupils get better at the subject. They do not connect closely enough to what pupils need to learn and remember for the future. This hinders pupils' learning.

Pupils learn to read swiftly. They build fluency and accuracy in their reading well. Staff teach phonics accurately. Pupils who need extra support to keep up receive carefully considered targeted help. Pupils enjoy being read to, especially at the termly 'cocoa evening' events. The school has introduced a new spelling scheme recently. This is having a strong impact on pupils applying their phonics and spelling knowledge when writing. However, pupils do not show a strong knowledge of how letters form and join. They have not reached the level of fluency in their handwriting that they should have for their age.

The school has high expectations for pupils' behaviour. Generally, the school is calm, with classrooms focused on learning. Most pupils meet the school's behaviour ambitions without prompting. Attendance is improving, but too many pupils remain persistently absent or arrive late. These pupils miss out on crucial learning. The school does not check closely enough attendance and punctuality information to best understand trends, patterns and barriers.

The school prioritises pupils' personal development, including their mental and physical health. Pupils understand the importance of a healthy diet and exercise. They learn a range of breathing techniques to help them stay calm. The school encourages pupils to care for others. For example, pupils raise money for a local hospice through the annual Christmas sponsored run. Pupils enjoy dressing as elves, but, more importantly, they understand exactly why they do this event.

Governors fulfil their duties effectively. They know the school's strengths and development needs well. Governors understand the challenges small schools face. Staff greatly appreciate the extra support they receive since joining the federation. They value collaborating with colleagues from the other school. They benefit from the shared professional development opportunities.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few foundation subjects, there is insufficient emphasis on the most important knowledge that pupils need to know. On occasion, pupils learn facts that are irrelevant for future learning. This hinders pupils' understanding over time as they do not make links between important concepts. The school should review what it is that they want pupils to remember long-term.
- Expectations for handwriting are not high enough. Some pupils struggle to write with the expected fluency and automaticity for their age. The school should ensure that

pupils are provided with the support they need to develop fluent and legible handwriting.

- Some pupils, particularly disadvantaged pupils, do not attend school regularly or arrive on time. This prevents these pupils from achieving as well as they could. The school should continue to work with families, as well as review all attendance information, to improve pupils' attendance.

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 information from Ofsted Parent View 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.

Further information

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

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	125004
Local authority	Surrey
Inspection number	10341566
Type of school	Infant
School category	Community
Age range of pupils	4 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	72
Appropriate authority	Local authority
Chairs of governing body	Kellie Glossop and David Philpot (co-chairs)
Headteacher	Kareen O'Brien (Executive headteacher)
Website	www.woodstreetschool.co.uk
Date of previous inspection	11 and 12 March 2015, under section 5 of the Education Act 2005

Information about this school

- The school is federated with another local school, Worplesdon Primary School. The two schools federated in September 2022. They share an executive headteacher, senior leaders and governance.
- The school does not currently use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors met with the executive headteacher, a deputy headteacher, and other leaders from across the federation. The lead inspector met with seven members of the governing body, including the co-chairs. She also spoke with a representative from the local authority.
- Inspectors carried out deep dives in these subjects: reading, mathematics and geography. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work. The lead inspector listened to some pupils read to staff.
- The lead inspector also discussed the curriculum in other subjects.
- Inspectors reviewed a wide range of documentation, including leaders' self-evaluation of the school and the school development plan.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments. They also considered the responses to Ofsted's pupil and staff surveys.
- Inspectors observed pupils' behaviour throughout the inspection. They spoke to pupils about their views on behaviour in school. Inspectors considered how the school is supporting pupils' personal development.

Inspection team

Lea Hannam, lead inspector

Ofsted Inspector

Lynn Powell

Ofsted Inspector

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