

Woodlands Junior School

Inspection report

Unique Reference Number	102834
Local Authority	Redbridge
Inspection number	355268
Inspection dates	31 January 2011–1 February 2011
Reporting inspector	Jennifer Barker

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

Type of school	Junior
School category	Maintained
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	475
Appropriate authority	The governing body
Chair	Bunmi Shoedyi
Headteacher	Michael Lane
Date of previous school inspection	4 December 2007
School address	Loxford Lane Ilford IG1 2PY
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Introduction

This inspection was carried out by four additional inspectors. They observed 21 lessons and 17 teachers were seen. Meetings were held with pupils, members of the governing body, middle and senior leaders, and other support staff. They observed the school's work and looked at a range of documents, including the school development plan, data on pupils' performance, the local authority's external review of the school and safeguarding policies and procedures. Questionnaires from 79 pupils, 170 parents and carers and 10 members of staff were scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- how effectively leaders and managers use evidence gained from the analysis of assessment data and from the evaluation of provision to improve outcomes for all pupils
- how well teachers use assessment data to plan tasks and activities for all pupils and assess their progress during lessons and through marking and dialogue
- the effectiveness of the school's strategies to improve attendance
- the ways in which the curriculum supports the development and well-being of pupils.

Information about the school

Woodlands is larger than the average junior school, with four classes in each year group. The school population is diverse and almost half the pupils are of Asian heritage. The vast majority of pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is much higher than the national average. Pupils transfer from an infants' school which is on the same site. The proportion of pupils with special educational needs and/or disabilities is above the national average. The school is designated to take pupils with physical disabilities and some pupils use wheelchairs. There has been a change of leadership since the last inspection and the headteacher has been in post for 18 months.

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?

4

The school's capacity for sustained improvement

4

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

The learning and progress of all pupils, particularly those with special educational needs and/or disabilities, is inadequate. Pupils did not take the national tests in 2010. Teacher assessment of Year 6 pupils, undertaken in 2010, show an increase in the proportion of pupils working at higher levels in English compared to previous years. However, it is clear from the assessment of the current Year 6 cohort that this performance has not been maintained. Information provided by the school indicates that attainment in English and mathematics for pupils in Year 6 is low and reflects this trend over time. Although pupils' progress is now systematically tracked, leaders and managers do not effectively analyse the data to ensure that pupils who fall behind are quickly identified. While some intervention strategies are put in place, they are not monitored to make certain that any underachievement is effectively addressed.

Teaching is inadequate overall. In lessons, tasks are not sufficiently challenging for all pupils. This is because teachers' planning does not take account of the starting points for different groups of learners. Too many lessons lack pace, pupils listen for too long and they are not actively involved in learning. Marking and feedback to pupils are not precise enough, or consistent across all subjects and classes. As a result, pupils are unsure about the next steps they need to take in order to improve. Presentation in books is poor and often there is no evidence of progress. This is particularly true in lower mathematics sets, where there are few opportunities for pupils to practise their skills and develop their understanding. In addition senior leaders do not monitor the quality of teaching well enough.

The school is a welcoming place, pupils feel safe and relationships between those of different cultures and groups are harmonious. Pupils were keen to show inspectors around the school and talk about their involvement in displays of work, for instance in relation to educational visits and Greek myths. A significant number of pupils are concerned about behaviour, particularly when lessons are boring, and this can cause pupils to become restless, resulting in a slow pace of learning. Behaviour in the playground is generally sound and is well supervised with a range of activities on offer including football, cricket and skipping. Good care is provided for pupils with physical difficulties, allowing them to be fully included in the life of the school.

New members have joined the governing body since the last inspection. Governors have raised concerns about the leadership of the school, requested support from the local

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authority and have set up links with another local school. However, this has not been successful in raising standards rapidly enough. The role of the governing body in monitoring the work of the school and providing challenge to senior leaders about pupils' attainment and progress is inadequate. This lack of accountability and the failure of senior leaders to monitor the quality of teaching and learning effectively, and track the progress of pupils consistently, demonstrates that the school's capacity for sustained improvement is inadequate.

What does the school need to do to improve further?

- Raise attainment and accelerate the rate of pupils' progress in English and mathematics by:
 - ensuring that senior leaders analyse the assessments of pupils' work in order to identify underachievement quickly and implement strategies to address it
 - ensuring that senior leaders robustly monitor these strategies to make certain they are fully effective.
- Improve the quality of teaching so that it is consistently good by April 2012 by:
 - ensuring that senior leaders rigorously monitor teaching and provide effective feedback
 - improving teachers' planning and use of assessment so that the learning needs of different groups of pupils are met
 - improving the quality of marking in order to provide consistent guidance to pupils on the next steps in their learning
 - ensuring that pupils are fully involved in their learning in lessons.
- Improve the effectiveness of the governing body by ensuring that it challenges and holds senior school leaders to account for pupils' attainment and progress and the quality of teaching in the school.

Outcomes for individuals and groups of pupils

4

Although most pupils say they enjoy school, their slow progress and low attainment mean their achievement is inadequate. Progress in lessons is sometimes satisfactory but is inadequate over time. This is because teaching fails to help pupils build on their previous learning. For example, this was seen in a Year 3 lesson when pupils were learning about partitioning in mathematics, but were unsure about place value and so were unable to understand what they had to do. There is a lack of pupil involvement in evaluating their work, they are unsure of their targets or how to make improvements. Pupils' writing and presentation in books show that the majority are not developing the skills they need for the next stage of their education.

Pupils enjoy coming to school and value the good relationships they develop. They feel safe and are clear about who they should go to if they have any problems. They know that staff will listen to them and they use the school's 'worry boxes' to raise any concerns. Some pupils who were persistently absent now attend school regularly. Pupils know about healthy lifestyles and enjoy the range of sporting activities on offer at lunchtimes. The school's travel plan encourages more pupils to walk to school. Pupils say they have to

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listen for too long in some lessons. However, they enjoy lessons when teachers plan a greater range of activities and they are more actively involved in their learning. Pupils work together well, especially when involved in discussions. They are enthusiastic about opportunities to take responsibility as play leaders, with the recycling eco-squad, and weekly visits to the infants' school to help younger pupils with reading and using computers.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
The extent to which pupils feel safe	3
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	3
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	4
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

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

How effective is the provision?

Teaching does not meet the differing needs of pupils, particularly those with special educational needs and/or disabilities and those learning English as an additional language. Some good teaching uses technology effectively, for instance through helping pupils share their work with others using video clips. In some lessons, pupils' learning is developed through discussion and the teachers' effective use of a range of questioning techniques. However, the majority of lessons are not planned effectively using pupils' starting points and do not provide challenging activities appropriate to the needs of individuals and groups. Additional adults are not always well deployed, particularly in whole-class sessions, so that opportunities are missed to increase pupils' progress in lessons.

The curriculum meets requirements. Displays around the school are representative of a wide range of opportunities for pupils, including school trips, charity days, productions, African drumming, global leaders and creativity through artwork. Some cross-curricular

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links are developing, for instance between information and communication technology, English, history and French. These have yet to be consistently embedded in all classes however so that pupils' basic skills are developed routinely. A range of visits to places of interest and the use of visitors to the school enrich the curriculum. Story telling and road safety sessions, for instance, contribute positively to the satisfactory development of pupils' personal qualities and enable them to better understand their role in society.

Care is a relative strength and the school works closely with a range of outside agencies to ensure that those pupils whose circumstances make them vulnerable are not disadvantaged. A range of strategies, using rewards and sanctions, and work with families has improved attendance. The welcome for newly arrived pupils who speak English as an additional language is good, and 'buddies' from the school help them to settle in. There are sound links with the local infant and secondary schools to help pupils at key transition points. This includes meetings with teachers in the infant school and joint moderation about the levels of pupils' attainment at the end of Key Stage 1. This is beginning to provide a more accurate assessment of pupils' starting points, but is not yet analysed effectively to improve lesson planning, the quality of teaching or the monitoring of pupils' progress.

These are the grades for the quality of provision

The quality of teaching	4
Taking into account: The use of assessment to support learning	4
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

Leaders and managers ensure that the school runs smoothly on a day-to-day basis. However, poor evaluation has prevented them taking effective steps to remedy the school's weaknesses. The school development plan, although identifying the main areas for improvement, has not been effectively implemented to ensure that provision has improved quickly. Some teaching has improved as a result of support and guidance from the leadership team although the proportion of good lessons remains low. The systematic tracking of pupils' progress has not been followed up with the rigour needed to identify underachieving groups as part of a whole-school approach, ensuring that all staff are accountable for pupils' progress. The drive of senior leaders has not been effective in motivating all staff to improve their teaching to ensure pupils achieve their potential. Despite links with the local authority and support from another local school, the leadership team has not been successful in raising standards. Currently, there is no special educational needs coordinator and the coordinator responsible for those pupils from minority ethnic backgrounds has not yet started work in the school. A consultant has recently begun working with the leadership team and is putting in place systems to improve the identification and provision for pupils with special educational needs and/or disabilities. However this is at an early stage of development. The school does not

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adequately promote equality of opportunity, particularly for those pupils with special educational needs and/or disabilities, and this results in many making inadequate progress.

The school's contribution to promoting community cohesion is satisfactory. The school has a sound understanding of its own context. There are good links with other schools nationally and there is an appropriate action plan in place to develop links outside of the United Kingdom. Pupils respect the beliefs of others and are welcoming to newcomers from different backgrounds. Safeguarding procedures are satisfactory and the school ensures that pupils are safe. There are sound policies in place. Staff are trained in child protection procedures and adults are fully checked and vetted before working in school. However, arrangements for assessing risk around the site are not always rigorous enough.

The governing body, while supportive, does not effectively hold the school to account. Although there are systems for visits to the school, and regular meetings for policy development and finance issues, governors fail to hold the school's leaders to account for its performance. The school provides inadequate value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	4
Taking into account: The leadership and management of teaching and learning	4
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	4
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	4
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	4

Views of parents and carers

About a third of parents and carers responded to the questionnaires. Their views are extremely positive, with almost all stating that their children enjoy coming to school and that the school keeps them safe. A few parents and carers are concerned about how well the needs of their children are being met. This inspection found that pupils do not make the progress they should and that teachers do not plan for them well enough in lessons. A few parents and carers were also concerned about the way the school deals with unacceptable behaviour.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Woodlands Junior 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 170 completed questionnaires by the end of the on-site inspection. In total, there are 475 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	100	59	69	41	0	0	1	1
The school keeps my child safe	92	54	75	44	1	1	0	0
My school informs me about my child's progress	88	52	78	46	3	2	1	1
My child is making enough progress at this school	67	39	94	55	6	4	1	1
The teaching is good at this school	79	46	83	49	7	4	0	0
The school helps me to support my child's learning	74	44	85	50	9	5	1	1
The school helps my child to have a healthy lifestyle	68	40	90	53	10	6	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)	63	37	92	54	4	2	3	2
The school meets my child's particular needs	58	34	91	54	14	8	1	1
The school deals effectively with unacceptable behaviour	68	40	81	48	13	8	1	1
The school takes account of my suggestions and concerns	57	34	93	55	10	6	3	2
The school is led and managed effectively	71	42	87	51	6	4	1	1
Overall, I am happy with my child's experience at this school	87	51	75	44	4	2	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 all 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



2 February 2011

Dear Pupils

Inspection of Woodlands Junior School, Ilford IG1 2PY

Thank you for welcoming us so warmly to your school recently. We enjoyed talking to you and looking at your work and some of your lessons. Your enthusiasm showed us how much you like your school, especially when you showed us round. We found some good things happening in your school:

- your attendance has improved
- you enjoy your friendships and work well together
- teachers look after you and keep you safe
- you are good at taking responsibilities such as working with pupils in the infant school
- you enjoy learning and behave better when you take part actively in lessons.

We have judged that your school does not help you make progress in your learning as quickly as you should and needs some extra help called 'special measures' in order for this to happen. The school leaders and governors know that they need to do more to improve things quickly, so that you learn more in lessons, and you know what you need to do to improve your work. They need to make sure that all of you make much better progress each term and receive support and extra help if you need it. In order to do this, they will:

- raise the standards you achieve by ensuring that teachers and leaders check your work carefully and ensure you make good progress
- improve the teaching in your lessons so you are more involved in your learning and know what you need to do to improve, especially in English and mathematics
- ensure that the governing body checks very carefully on the work of the school to make sure you make good progress and receive good teaching.

Inspectors will visit the school regularly to see how well you are doing. All of you can help by behaving well and by working hard.

Yours sincerely

Jennifer Barker

Lead inspector

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