

# Woodford Green Primary School

## Inspection report

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<b>Unique Reference Number</b>	103068
<b>Local Authority</b>	Waltham Forest
<b>Inspection number</b>	355306
<b>Inspection dates</b>	3–4 March 2011
<b>Reporting inspector</b>	Ruth McFarlane

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	210
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Richard Chung
<b>Headteacher</b>	Jane Powell
<b>Date of previous school inspection</b>	19 June 2008
<b>School address</b>	Sunset Avenue Woodford Green IG8 0ST
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## Introduction

This inspection was carried out by three additional inspectors. Twenty lessons were observed taught by eight different teachers. Meetings were held with groups of pupils, governors and staff. Inspectors observed the school's work and looked at school documentation, including policies and arrangements for safeguarding children; the school improvement plan; a range of evidence about pupils' work over the current and previous academic years, and details of pupils' progress and attainment over the past three years and currently. The inspection team spoke with parents and carers and analysed 46 parental questionnaires, as well as questionnaires completed by pupils and staff.

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

- Whether there is evidence of good improvement since the last inspection in teaching and the use of assessment, and in monitoring by governors, leaders and managers at all levels.
- How successfully higher attaining pupils are helped to achieve.
- The impact of the initiatives aimed at accelerating pupils' progress in mathematics.
- Whether the early development of reading and writing skills provides a good foundation for learning and progress through the school.

## Information about the school

This school is slightly smaller than average for primary schools and admits pupils from a wide variety of ethnic backgrounds. Over 20 languages are represented in the school and more pupils than average speak English as an additional language (EAL). A smaller proportion of pupils than average have special educational needs and/or difficulties. More of these than average have a statement of special educational needs, mostly for emotional and behavioural difficulties and autistic spectrum disorders. The Early Years Foundation Stage comprises a part-time mornings only nursery class for 3-4 year olds and a full-time class for reception-age children. The school has Healthy Schools Status.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

This is a satisfactory school where pupils generally make satisfactory progress to reach broadly average standards by the end of Year 6. The welcoming environment enables children to settle quickly but since the last inspection, learning has been variable through the school. Whilst some good progress is evident, for instance in English, especially for pupils for whom English is an additional language, in mathematics, progress has been no more than satisfactory. One reason for this is that teachers' marking in mathematics does not offer enough guidance to pupils on how to improve their work.

Teaching is satisfactory overall and improving. In the better lessons, pace is brisk and learning engages pupils well. However, in a minority of lessons, pupils are required to sit for too long listening to the teacher. This holds back progress because it delays the good additional help provided by teaching assistants, particularly for pupils with special educational needs and/or disabilities. Equally on such occasions, pupils who find learning easy are also delayed from their tasks. As one said, 'I'd like a bit more time to just get on with my work.' Tasks for the more-able pupils sometimes lack enough challenge. Over the past three years overall, fewer than expected pupils have reached the higher National Curriculum levels.

The good range of visits and partnership activities, such as those involving a local secondary school, and the sensitive care, support and guidance provided, contribute effectively to pupils' well-developed personal skills. Parents and carers agree. 'This is a caring school where my child has developed confidence and self-esteem,' is typical of their comments. Practical and emotional support for pupils who are experiencing difficulties is good; it helps pupils to overcome significant barriers to learning and builds self-esteem. Pupils have a keen sense of fairness, because this is developed well through the consistent implementation of the behaviour policy. Cultural and spiritual development is promoted well through the creative, well-coordinated, themed curriculum. During themed sessions, the school is a hive of happy, purposeful activity, with pupils fully engaged in their work.

The headteacher and her deputy work together with the staff team to drive improvement and, since the last inspection, have made satisfactory progress in improving teaching and the use of assessment, and in the quality of monitoring by leaders and managers at all levels. This is reflected in pupils' outcomes, which remain satisfactory. Not all managers are involved in monitoring pupils' progress in lessons, and the checks are too broad to spot underachievement promptly. In particular, the system for measuring children's skills and knowledge on entry to the Early Years Foundation Stage and the system of keeping records readily accessible are not well developed and leaders do not make best use attainment information. Children's progress in the Early Years Foundation Stage, although providing a satisfactory foundation for future learning, is variable across the areas of learning and from year to year. It is weakest in writing.

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The governing body provides good support and challenge. Senior leaders' self-evaluation and development planning are satisfactory and have led to a range of interventions and activities such as workshops for parents to improve pupils' literacy and numeracy skills. Such initiatives are beginning to bear fruit. These improvements demonstrate the school's satisfactory capacity to continue to improve.

## What does the school need to do to improve further?

- Ensure satisfactory teaching and learning improves to at least good by March 2012, taking care that:
  - lessons are conducted at a lively pace
  - pupils spend a greater proportion of the lesson actively engaged in learning
  - tasks are well matched to the differing needs of all pupils and offer enough challenge for the more able
  - teachers' marking in mathematics meets the quality found in other subjects in that it enables pupils to understand clearly how to improve their work.
- Improve the effectiveness of the leadership of teaching and learning by:
  - focusing monitoring by leaders and managers, at all levels, more sharply on the progress pupils make
  - measuring and tracking pupils' progress in greater detail.
- Improve children's progress in the Early Years Foundation Stage by ensuring:
  - managers have a clearer picture of the progress children make from their starting points and analyse this information more accurately in order to guide medium term planning
  - opportunities for developing writing skills in teacher-led and child-initiated learning are more plentiful.

## Outcomes for individuals and groups of pupils

<b>3</b>
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Skills on entry to the Nursery are typical for children of this age. Since the last inspection, attainment by the end of Year 6 has fluctuated but overall is broadly average and this represents satisfactory achievement for pupils. A dip in progress at Key Stage 1 has only recently been successfully addressed. Pupils with special educational needs and/or disabilities make the same progress as their peers because they are securely supported by managers who analyse their needs effectively, and by well-directed teaching assistants.

Good behaviour in lessons and around school helps pupils to enjoy their learning. Pupils especially enjoy the themed lessons which offer pace and challenge, where they can often work by themselves or in groups. During the inspection, Year 5 pupils proudly showed off the Greek temples they had designed and made using their own mathematically calculated plans. In these themed lessons, pupils are reflective in assessing their progress and work well independently. This promotes some good progress, but in less engaging lessons, although pupils are attentive, learning is more passive.

Recently, progress in mathematics has improved, because mental mathematics, previously a weaker area, is practised daily. Pupils tackle problem-solving activities confidently.

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Writing, too, is improving and for most pupils supports their work across a number of subjects satisfactorily. Skills in information and communication technology are satisfactorily developed. Pupils are proud of the school's Healthy Schools status that they feel has helped them to adopt a balanced diet and participate in more sports. They feel very safe and have good awareness of road safety and safety on the internet. Pupils make a good contribution to the school and wider community, for instance through sports activities in the neighbourhood and links with schools abroad. They enjoy taking responsibility and develop good social and moral awareness. Given their average attendance, good personal skills and satisfactory acquisition of core skills, pupils are adequately prepared for their future lives and learning.

*These are the grades for pupils' outcomes*

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

<sup>1</sup> 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?**

The lively curriculum and staff's caring guidance and support lead directly to benefits in pupils' enthusiasm for learning and their good personal skills. New initiatives are having positive effects on pupils' progress and this bodes well for the future. The well-developed cross-curricular approach to learning, with themed planning, assists depth of study and makes learning more memorable. Prominent amongst the good links with the community that enhance learning and enjoyment for pupils is the relationship with the parish church adjacent to the school. Residential visits offered to older pupils and the good range of

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extra-curricular activities promote pupils' social development and broadens their experiences, helping to keep them fit and healthy.

Staff's good attention to pupils' personal and emotional health underpins the good support provided for pupils who are in vulnerable situations or have social and emotional difficulties. Staff are skilful in identifying pupils at risk and take appropriate action. Care is extended well through support in school, outreach work and links with external agencies. Effective transition arrangements ensure pupils settle happily when they join and leave school. The needs of pupils with special educational needs and/or disabilities and those for whom English is an additional language are clearly identified and effectively met, and the school can point to individual cases where its work has made a significant difference to pupils' educational experience.

Teaching has not yet achieved good outcomes for pupils. However, lessons are characterised by warm relationships. Skilful pupil management, based on building pupils' self-esteem, results in a calm and purposeful atmosphere in classrooms. In the weaker lessons, the pace is occasionally slow and pupils are required to go at a common pace, rather than getting on with tasks pitched particularly to their differing abilities. Some tasks are not sufficiently challenging for the more able; for instance, some writing tasks limit the creativity and imagination required by being too prescriptive. Such limitations slow pupils' progress and limit achievement.

In the increasing number of good lessons, pupils have the opportunity to work independently on demanding problems that engage them well and require them to think for themselves. For instance in a Year 2 mathematics activity, planning and use of resources were excellent. Pupils worked together in ability-led groups to record their measurements in an investigation into which method was most appropriate to use to measure weight, length and capacity.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

Plans to improve and develop the school are sound and based on broadly accurate assessment of the school's strengths and weaknesses. The drive for improvement is shared with all leaders and managers. They have worked hard in a number of areas since the last inspection. The improved system for checking pupils' progress and identifying underachievement is a good tool for teachers but does not yet enable managers to react quickly enough to concerns. As a result, managers rely on an inefficient method of verbal or handwritten alerts to inform them about pupils whose progress might be a concern. Not all managers' checks on lessons are focused on pupils' progress. As a result, the quality of

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teaching and the use of assessment are satisfactory, leading to satisfactory outcomes for pupils.

The governing body knows the school's strengths and weaknesses and evaluates decisions in terms of pupils' progress. This evaluation is having a positive impact on the work of the school; on the governing body's understanding of published data and in their support for initiatives such as parent and child workshops aimed at improving mathematics and writing. Link governors for subjects and aspects ensure that a clear view of learning is maintained, which is beginning to bear fruit in improved progress. Governors perform their duties in relation to safeguarding well and all policies are implemented to good effect. A particular strength is the very supportive way in which the school works with families, other agencies and designated school staff to ensure that pupils in vulnerable situations are kept safe, and that their physical and emotional well-being is carefully nurtured.

Parents and carers value the work of the school and appreciate the approachable atmosphere created by staff. The school is working to update its website as a further means of communication. There are good links with a number of other agencies to support pupils' health and well-being and their understanding of how to stay safe, and to engage them in learning.

Discrimination is challenged vigorously by the school, which works hard to promote respect for all, regardless of background. However, pupils' attainment is broadly average and fluctuations by subject and key stage have only just been eliminated. For this reason, the promotion of equal opportunity is satisfactory rather than good. The school works calmly to promote shared values across the school and local community. It has made satisfactory progress in its promotion of community cohesion and understanding of the different religions and ethnicities that make up the local and global communities.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>



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## Early Years Foundation Stage

Children make satisfactory progress in the Nursery and Reception and their self-esteem develops effectively because of the good care and trusting relationships they form with adults. The focus on welfare means that children quickly become confident and happy learners. As a result, they enter Year 1 with broadly average attainment, with strengths best in personal development. Children's writing skills are less well developed. The work of children with special educational needs and/or disabilities is linked to classroom activities and their needs are met satisfactorily because such needs are well known by staff.

Effective teamwork, assessment and planning provide a suitable balance between whole class, group and self-chosen activities. Some of the activities are very well chosen to develop children's understanding of the world. For instance, during the inspection, children in the Nursery showed great enjoyment visiting the 'vet' in the role play area, and handling the guinea pigs with great care and consideration, their wonder at handling live animals showing on their faces.

The Early Years Foundation Stage is led and managed satisfactorily. Self-evaluation identifies strengths and weaknesses accurately, with weak assessment procedures being a limiting factor. An area for development the team has correctly identified the need to plan more effectively for the outside area to link learning with the main theme, and to promote writing development at every opportunity.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

A smaller proportion of parents and carers responded to the inspection questionnaire than average. The very large majority of these are pleased with the work of the school. Inspectors can confirm parents and carers' views that children are kept safe, and that the school helps children to lead a healthy lifestyle. There was a little concern regarding a perceived lack of information given to parents about their child's progress or help to support their child's learning. Inspectors judged that good information is given about progress. Particularly helpful workshops have taken place for parents and carers, with their children, that promote good understanding about how they might support their child's learning.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Woodford Green 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 46 completed questionnaires by the end of the on-site inspection. In total, there are 210 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	74	11	24	1	2	0	0
The school keeps my child safe	31	67	14	30	1	2	0	0
My school informs me about my child's progress	23	50	19	41	4	9	0	0
My child is making enough progress at this school	22	48	21	46	3	7	0	0
The teaching is good at this school	23	50	21	46	2	4	0	0
The school helps me to support my child's learning	21	46	20	43	4	9	0	0
The school helps my child to have a healthy lifestyle	19	41	24	52	2	4	1	2
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)	20	43	22	48	2	4	1	2
The school meets my child's particular needs	20	43	24	52	2	4	0	0
The school deals effectively with unacceptable behaviour	20	43	22	48	3	7	0	0
The school takes account of my suggestions and concerns	19	41	23	50	3	7	0	0
The school is led and managed effectively	27	59	17	37	1	2	1	2
Overall, I am happy with my child's experience at this school	29	63	15	33	1	2	1	2

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](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



7 March 2011

Dear Pupils

**Inspection of Woodford Green Primary School, London IG8 0ST**

Thank you for the warm welcome you gave us when we visited your school. I am writing to let you know what we found out. Your school provides you with a satisfactory education. A lot of things are improving and some are already good.

The school takes good care of you, helping you to develop confidence. You told us you like lessons best when they are linked through exciting themes such as learning about the ancient Greeks. You told us you feel safe in school and you have a good understanding of how to keep safe and stay healthy and you behave well and know right from wrong. You make a good contribution to the school and wider community and take your responsibilities seriously.

Teachers give you lots of help in most of their written marking but in mathematics, you told us you are often not sure how to improve, so we have asked for written comments to help guide you to the next steps. We have asked the school's leaders and managers to help you to improve faster by making sure that lessons are pitched at the right level and are fast paced, and provide plenty of time for you to be getting on with things rather than having to listen for too long.

We have asked those of your teachers with responsibilities for subjects to be more involved with checking on the progress you make in different lessons and to find a way to check your progress in even greater detail.

For the younger children in Nursery and Reception, we have asked that paperwork that tells staff how the children are doing is developed a bit better, along with a real push to develop writing skills. This will give the children a good foundation for the harder work to come!

You can help with all this by asking for help when you are stuck or telling the teacher if work is too easy or difficult.

Yours sincerely

Ruth McFarlane

Lead inspector

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