

Woodgrange Infant School

Inspection report

Unique Reference Number	102722
Local Authority	Newham
Inspection number	355247
Inspection dates	9–10 May 2011
Reporting inspector	Barnard Payne

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

Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	330
Appropriate authority	The governing body
Chair	Clare Hawkins
Headteacher	Sarah Soyler
Date of previous school inspection	11 June 2008
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Introduction

This inspection was carried out by three additional inspectors. They observed teaching and learning in 19 lessons taught by 12 teachers. They also attended two assemblies. Inspectors held meetings with a group of pupils, members of the governing body and staff. They observed the school's work, and looked at a sample of pupils' books from across the school and the school's plans and policies, including those for safeguarding. They also analysed questionnaires from 88 parents and carers and 11 staff.

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

- The extent to which the school has successfully reversed the decline in attainment evident in end-of-key-stage assessments over the past three years.
- The extent to which teaching and the revised curriculum are leading to improved outcomes for all groups of pupils.
- The effectiveness of the school's strategies to improve attendance.
- The effectiveness of the new leadership team in bringing about improvements and ensuring consistently good progress through the school.

Information about the school

Most pupils attending this above-average-sized infant school are from a wide range of minority ethnic groups. Seventy-six per cent of pupils speak English as an additional language. The proportion of children joining the school at a very early stage of English language acquisition is increasing. The proportion of pupils with special educational needs and/or disabilities is much lower than average; these pupils mostly have difficulties with speech, language and communication. The proportion known to be eligible for free school meals is in line with the national average. The school's provision for the Early Years Foundation Stage consists of a Nursery and three Reception classes. A private provider manages a breakfast club and after school provision for children aged 5-11, as well as childcare provision for up to 16 children aged 3-5 years, which are subject to a separate inspection. The school has achieved the Activemark and Healthy Schools awards.

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?

2

The school's capacity for sustained improvement

2

Main findings

Pupils enjoy attending Woodgrange and parents and carers show a very high level of satisfaction with their children's experiences. One parent/carer wrote 'The school has a big part in the local community; it's friendly, caring and welcoming and I'm very happy my child attends this school.' Pupils are well cared for and they feel safe and secure. This is a very harmonious community in which children from widely differing backgrounds work and play together very happily. The school provides a good quality of education that enables pupils of all abilities to make good progress. The school has reversed a decline in attainment and pupils achieve the national average in reading, writing and mathematics at the end of Year 2. This shows good achievement given their starting points. The school provides well-structured activities to enable pupils at an early stage of English acquisition to catch up with other pupils. Teaching is good and teachers plan effectively to provide pupils with the full range of key skills they will need for the future, including information and communication technology (ICT). There are inconsistencies in how effectively teachers keep pupils informed about their progress and share with them what they are expected to learn in lessons.

The school provides a wide range of learning opportunities that significantly broaden pupils' understanding of the world. They show an excellent understanding of how to adopt healthy lifestyles, take part enthusiastically in a variety of physical activities and choose a balanced diet at lunchtime. Pupils contribute well to their school community, learning to take responsibility from an early age. There is an active school council that is involved in decision making. Attendance is in line with the national average, but there has been a decline in recent years. While the school has taken sound measures to reduce the number of persistent absentees through monitoring and follow-up strategies, a small minority of parents and carers continue to take their children out of school during term time.

The new leadership team has been effective in using rigorous self-evaluation, giving it a very accurate view of the school. It has taken decisive action to raise attainment and devise a more creative curriculum that forges links between subjects. Class teachers are now more involved in tracking pupils' progress and are being held more accountable. Since the school was inspected previously, the Early Years Foundation Stage accommodation has been improved significantly and pupils have much better access to computers. The governing body works well with the leadership team and has an informed view of the school's performance. Taking its track record into account, especially in reversing the decline in attainment at the end of Key Stage 1, the school has demonstrated good capacity to improve.

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What does the school need to do to improve further?

- Reverse the decline in attendance in recent years by working with parents and carers to discourage them from taking their children out of school during term time.
- Ensure pupils know consistently how well they are doing and what they need to do to improve by:
 - sharing with pupils what they are expected to achieve
 - providing more opportunities for pupils to talk about how they are doing
 - ensuring consistency in how teachers feed back to pupils in their marking of books
 - ensuring pupils understand and use their individual targets.

Outcomes for individuals and groups of pupils

2

Pupils are keen to learn, they enjoy the activities and their achievement is good. They are always eager to contribute and levels of independence are increasing; this is particularly noticeable in Year 1, where pupils are playing more of a role in their own learning. For example, in a Year 1 mathematics lesson, groups worked on 'all together' questions and cooperated well, using computers and working together to consolidate their understanding of number bonds. Those pupils at earlier stages of learning English receive focused support that enables them to do the same work as the rest of the class. Children start in the Early Years Foundation Stage with low levels of skills compared to the national expectations, particularly in communication, language and literacy. They make good progress, but are still below the national expectations at the end of the Reception Year. Pupils want to do well and, previously, the school has consistently enabled them to reach at least the national average in reading, writing and mathematics. However, in the three years up to 2010 there was a downward trend from previously above-average attainment, and mathematics fell below average in 2010. The school has reversed this through more rigorous tracking of progress and accurate identification of the key areas for improvement. These are the focus for regular progress reviews, which enable class teachers to use assessment data to set learning targets and agree the next steps pupils should take. Pupils are now making good progress in all aspects. This includes the more-able pupils and those with special educational needs and/or disabilities.

The school's achievement of the Healthy Schools and Activemark awards is evident in other outcomes. Pupils have a variety of opportunities for physical activity and, in a dance lesson taken by a visiting specialist teacher, Year 1 pupils followed instructions carefully to develop a sequence of movements. At lunchtimes, pupils are encouraged to have salad as well as other vegetables and they develop a mature approach to choosing healthy food. There is an excellent celebration of different cultures; during the inspection the 'language of the month' was Bengali and teachers encouraged all pupils to learn and use common Bengali words, which they did very positively. Pupils embrace these new experiences, respect one another and mix well; they show interest in and respect for faiths different to their own. This reflects good spiritual, moral, social and cultural development.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
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	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

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?

Teachers manage activities well and build positive relationships with pupils. Pupils are motivated and engaged and teachers have a secure knowledge of the subjects they teach. This enables them to focus on the key skills and strategies that pupils need to make good progress. Other adults are clear about their roles and have a positive impact on progress. For example, in a Year 2 English lesson, pupils were working in groups and selecting pairs of words that had a similarity, and the adults' support ensured a lively pace to the activity. Pupils are not all clear about their personal targets and their books show that the quality and range of marking is inconsistent, ranging from very effective to barely sufficient. This is why, although teaching is good overall, the use of assessment to support learning is only satisfactory. There are some good opportunities for pupils to talk about what they have learned, but there are also too many occasions when this aspect is rushed and, as a result, teachers do not consistently assess pupils' learning in lessons.

Pupils find the curriculum wide ranging and interesting; they enjoy meeting visitors and, during the inspection, were looking forward to owls visiting the school. The school makes effective use of external providers to extend what it is able to provide, for example in sports and dance. The revised curriculum has been in place for nearly a year and is having a particular impact on engaging pupils in Year 1, where they have explored a stimulating range of topics. Staff know pupils well and, quickly, pick up any concerns. Extra support for individual pupils is planned effectively. The care, guidance and support for pupils

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whose circumstances may make them vulnerable is excellent and involves close links with parents, carers and outside agencies. There are good transition arrangements in place with the junior school.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher and deputy headteacher have a clear vision for the school and high expectations of staff and pupils. They have effected positive change in a short time and the school is on an upward trajectory. The leadership team has tackled key areas for improvement and, consequently, attainment has improved and the curriculum is more engaging and coherent. To drive further improvements, senior leaders and other teachers are now making more effective use of assessment data to track pupils' progress term by term and to intervene where necessary to ensure all do well. The governing body provides a good level of challenge to the school, takes a role in development planning, but recognises that it could do more direct monitoring and evaluation within the school. The school is working effectively to increase parents' and carers' understanding of their children's progress and has a newly appointed family worker to reach out to families who are find it more difficult to communicate with the school. The school also provides training facilities for parents and carers and, during the inspection, a group received training in ICT. Good partnerships with other schools, the wider community and specialist agencies enable the school to extend its provision effectively to meet a range of needs.

The school ensures that all groups of pupils make equal rates of progress and is aware of potential gaps in performance with a changing school population; the school tackles these issues well, promotes equality and makes effective use of the diversity of the school community to enhance its curriculum, for example by enabling pupils to learn the community's languages and find out how many people in the world speak them. Safeguarding is given a high priority; all necessary procedures are in place and staff receive regular training in child protection. The school makes a strong contribution towards community cohesion; it knows its own community well and has created a very cohesive school community in which cultural diversity is shared and celebrated. The school has capitalised on its proximity to the Olympics site; pupils have passed the Olympic torch and feel fully involved as part of the national community as a result. The school develops pupils' understanding of the global community through pupils finding out about one another's backgrounds, heritages and languages. Pupils' achievement is good and all groups do well at the school. Taking this into account the school achieves good value for money. ♦♦

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These are the grades for leadership and management

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

Early Years Foundation Stage

Children enjoy coming to school and their achievement is good. The provision meets all welfare requirements well. Children learn how to stay healthy, make choices and work cooperatively. They are well prepared for the future, particularly in developing their thinking skills and independence. The Early Years Foundation Stage curriculum is broad and balanced, covering all areas of learning, and staff work creatively to plan activities that engage the children. In an outstanding lesson in the Nursery, children sowed seeds and, because adults questioned them so skilfully about how to care for growing things and how to keep themselves safe, the children were totally absorbed. Children at an early stage of learning English are supported well through the school's investment in a specially designed language scheme; in a Reception lesson, children listened attentively and absorbed new vocabulary as they handled small-world figures, and this tactile element helped them retain new words. The Early Years Foundation Stage is led effectively and the provision continues to develop. The school has accurately identified that the next step towards making provision and outcomes outstanding is to raise children's attainment in writing.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The response rate of 27% is below the national average for primary schools. A very small minority of parents and carers feel that their children are not making enough progress at school and a few of these included a written comment to support this view. Inspectors found that, generally, pupils make good progress. A few parents and carers feel that the school does not keep them informed about their children's progress and also included written comments to this effect. Almost all parents and carers say that their children enjoy school, teaching is good, the school is led and managed effectively and that they are, overall, happy with their children's experience. A few written comments support these positive views. Inspectors found that pupils show a good level of enjoyment and that teaching, leadership and management are all good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Woodgrange Infant 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 88 completed questionnaires by the end of the on-site inspection. In total, there are 330 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	55	63	31	35	1	1	0	0
The school keeps my child safe	54	61	32	36	2	2	0	0
My school informs me about my child's progress	32	36	48	55	7	8	1	1
My child is making enough progress at this school	31	35	48	55	9	10	0	0
The teaching is good at this school	33	38	51	58	1	1	0	0
The school helps me to support my child's learning	27	31	57	65	3	3	0	0
The school helps my child to have a healthy lifestyle	43	49	42	48	2	2	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)	31	35	46	52	3	3	0	0
The school meets my child's particular needs	27	31	52	59	5	6	0	0
The school deals effectively with unacceptable behaviour	30	34	46	52	5	6	1	1
The school takes account of my suggestions and concerns	29	33	49	59	5	6	0	0
The school is led and managed effectively	37	42	48	55	0	0	1	1
Overall, I am happy with my child's experience at this school	44	50	42	48	1	1	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.



11 May 2011

Dear Pupils

Inspection of Woodgrange Infant School, London E7 0NJ

We enjoyed visiting your school. Thank you for talking to us and sharing your work. You certainly enjoy coming to school and you are eager to learn in lessons. You are well looked after. Woodgrange is a good school and you make good progress in reading, writing and mathematics. We were very impressed with your understanding of how to stay healthy. You get on well together and behave well. The school provides you with lots of different things to do and, while we were there, we saw you enjoying dance, using computers, learning some words in Bengali and planting seeds to make them grow. You learn all the skills you will need in the future. However, you need to attend school in order to learn and, in recent years, more and more children have been absent from school, often on family holidays. Teaching is good, but the marking and comments in your books are not always helpful in showing you what to do next.

There are two areas that we have asked the school to improve:

- to encourage your parents and carers to make sure you all attend school regularly
- to make sure you know how well you are doing in your work and what you need to do to improve it by:
 - providing more opportunities for you to talk about how you are doing
 - making sure that marking in your books is clear and helpful in all classes
 - making sure you understand and use your personal targets.

You can help by always attending school regularly and by being clear about what your targets are in your work.

Yours sincerely

Barnard Payne Lead inspector (on behalf of the inspection team)

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