

Woodridge Primary School

Inspection report

Unique Reference Number	101298
Local Authority	Barnet
Inspection number	363651
Inspection dates	11–12 July 2011
Reporting inspector	Nasim Butt

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	201
Appropriate authority	The governing body
Chair	Mrs R Caplan
Headteacher	Mrs M Shaw
Date of previous school inspection	18 June 2008
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Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 12 lessons taught by seven teachers. Meetings were held with staff, members of the governing body and groups of pupils. Inspectors observed the school's work, and scrutinised the school's self-evaluation documentation, tracking data, pupils' work, the governing body minutes and school policies. They also analysed questionnaires completed by 60 parents and carers, as well as those 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.

- The strength of pupils' progress in English and mathematics at Key Stage 2 and whether current Year 6 pupils are likely to achieve above-average attainment.
- The consistency of the quality of teaching and assessment throughout the school.
- The impact of school leaders on the progress made by pupils with a statement of special educational needs.
- How well teachers with particular responsibilities contribute to the school's monitoring and evaluation procedures.

Information about the school

The school is smaller than most primary schools and oversubscribed in the Reception class. The proportion of pupils known to be eligible for free school meals is well below the national average. Over two thirds of pupils are from minority ethnic backgrounds and this is well above that found nationally; almost half the pupils are of White British or White Other heritage. An above-average proportion of pupils speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is below the national average but those who have a statement of special educational needs are above that found nationally. The main needs identified are specific learning difficulties. The Early Years Foundation Stage comprises one Reception class. The school has Healthy School status and the Activemark award for physical education and sport. Two years ago, the school started a breakfast club which is managed by the governing body.

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

Woodridge Primary School provides a good standard of education. The care, guidance and support for pupils are outstanding. The school takes a balanced approach to promoting pupils' personal development and well-being, and to ensuring pupils make good progress over their time in the school. As one parent remarked, 'We are very happy with Woodridge school. It seems to be very well led and managed and provides a supportive and caring learning environment.' The headteacher has maintained a relentless focus on ensuring that pupils' learning needs are met effectively and that they are kept safe. As a result, pupils' attainment in English and mathematics by the end of Year 6 is above average and has been consistently so since the previous inspection.

Pupils' achievement is good because of good teaching and a strong curriculum. These strengths are clearly evident when children start in the Reception class. Children settle extremely well. They grow rapidly in independence, and their thirst for learning and enquiry is nurtured. Good relationships among children and between the school and parents and carers are established at the outset. Although children make good progress overall, school leaders have correctly identified that their progress in knowledge and understanding of the world has been slower compared to other areas of learning. This is due to the provision of fewer planned opportunities in the outdoor learning environment.

Teachers' good subject knowledge and high expectations result in further good progress being made between the start of Year 1 and the end of Year 6. Pupils with special educational needs and/or disabilities also make good progress. Within this group, the significant minority of pupils who have a statement of special educational needs make outstanding progress. This is because of the high-quality provision they receive to break down barriers to learning, coupled with the excellent communication between inclusion leaders and their parents and carers. However, as a few parents and carers noted, not all teaching is as good as the best. Occasionally, pupils are not given enough opportunities to explain their thinking and to assess their own progress using clear success criteria; in these lessons, progress is slower.

A wide range of exciting and relevant visits out of school and extra-curricular activities contribute much to learning and enjoyment. Some good links between subjects help to make learning meaningful. Provision for information and communication technology (ICT) has developed well since the previous inspection. The good partnership with a local secondary school has enabled older pupils to acquire a deeper understanding of the practical applications of design and technology. In addition, the governing body has taken a good strategic lead in involving more parents and carers from different ethnic backgrounds in the life of the school.

Self-evaluation is detailed and accurate, involving not only senior leaders but those with particular responsibilities across the school. Monitoring and evaluation at middle leadership

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level has improved considerably and is now effective. As a result, pupils' progress is evaluated rigorously and, where there is any sign of underachievement, effective support is organised swiftly. Since the previous inspection, the school has maintained pupils' good academic and personal outcomes as a result of consistently good and improving quality of provision. Therefore, its capacity for further sustained improvement is clearly good.

What does the school need to do to improve further?

- Ensure all teaching is consistently good or better by giving pupils more opportunities to explain their thinking in lessons and to assess their own progress.
- Provide greater opportunities for children in the Early Years Foundation Stage to develop deeper knowledge and understanding of the world by improving the quality of outdoor provision.

Outcomes for individuals and groups of pupils**2**

Pupils' good achievement is demonstrated by the fact that they join Reception with skills and knowledge that are broadly typical for children of that age and leave in Year 6 with standards in English and mathematics that are consistently above average. Pupils have positive attitudes and behave consistently well in lessons and around the school. As a result of pupils' good response to the school's high expectations of their behaviour and relationships with others, the atmosphere in the school is very supportive of learning. Pupils speak positively of the way in which teachers nearly always motivate them to want to learn. They try hard in lessons, take care with their work, and follow instructions well. They listen attentively, although, very occasionally, not all maintain full involvement. Some loss of attention is evident when pupils sit on the carpet for too long or are given insufficient opportunities to demonstrate their learning.

Pupils, including those with special educational needs and/or disabilities, as well as those who speak English as an additional language, work conspicuously well together and enjoy their learning. This was evident, for example, when pupils in Year 2 used language and actions effectively to convey situations, characters and emotions. Very helpful visual prompts for a group of less-able pupils, including a few at the early stages of learning English, enabled them to structure their ideas more clearly so they too made excellent progress. Well-planned provision for pupils of differing abilities enabled all Year 6 pupils to make good progress in measuring and exploring different types of angles. At the end of most lessons, pupils show good maturity and thoughtfulness when given opportunities to reflect on, discuss and evaluate their learning. However, pupils are not always given this valuable opportunity.

Pupils feel very safe in school and also have a well-developed understanding of how to stay safe out of school. Pupils' good adoption of a healthy lifestyle is evident in the enthusiasm many have for sport and their understanding of what constitutes a well-balanced diet. The Healthy School status and Activemark award accurately reflect the school's success in this area. Pupils contribute well to the community through participating in local events, older pupils acting as buddies for younger ones, and by raising funds for a variety of charities. Pupils' spiritual, moral, social and cultural development is promoted strongly through regular assemblies in which, for example, pupils reflect sincerely on what makes them unique. Pupils' good academic progress and their many strong personal

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qualities, including their above-average attendance and punctuality, prepare them well for their future lives.

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	2
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	2
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	2
Taking into account: Pupils' attendance ¹	2
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?

The large majority of teaching has a good impact on pupils' progress because it is focused on what the class as a whole and different groups need to learn next. This, coupled with good questioning and assessment strategies, ensures that most pupils make good progress. Effective deployment of teaching assistants ensures that pupils with special educational needs and/or disabilities and those who speak English as an additional language are kept involved, motivated and learning effectively. Occasionally, when teaching is less successful than is generally the case, there is a lack of sharp focus on the full range of learning needs that slows some pupils' progress. There is much good marking which highlights effectively what pupils know, understand and can do, but there are also missed opportunities to support learning through more-effective written feedback in a few classes.

The curriculum makes an impressive contribution to pupils' good personal and academic development. Pupils greatly enjoy opportunities to consider feelings as part of their personal, social and health education lessons. 'Living History' days bring the curriculum to life by providing pupils with first-hand experiences of what life was like in the past. The teaching of Spanish provides further breadth to the exciting curriculum. Music also plays

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an important part in the life of the school. There was a strong sense of community when the school orchestra delivered a lively performance during a Year 1 to Year 6 assembly. The range of activities additional to daily lessons is particularly good for a relatively small school. Strengthening links between subjects to make learning even more meaningful is an area identified by the school for further development.

Many features of the care for pupils are highly impressive. Each pupil is known very well as an individual and pupils' personal development is monitored very closely. The school can point to striking examples of its outstanding care for its pupils whose circumstances may make them most vulnerable, and the impact of this is evident, for example, in academic progress. Very well-targeted and highly effective interventions have resulted in pupils who have a statement of special educational needs making outstanding progress. Effective monitoring and support systems have sustained pupils' above-average attendance since the previous inspection. Pupils in the breakfast club are very well supervised and the positive experience ensures a good start to their day. Preparation for the transition from Reception to Year 1 and from Year 6 to secondary school is very good.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher's evaluation of the school's effectiveness has ensured that it has set its sights high and focused on promoting effective learning. In particular, the tracking of pupils' progress has improved significantly, as have the opportunities for pupils to use their basic skills of literacy, numeracy and ICT across the curriculum. School leaders' vision for school improvement has been successfully promoted and binds the school community together in pursuing its key priorities.

Teachers with responsibilities, especially those leading mathematics and inclusion, are making a good contribution to the school's leadership. Detailed analysis through regular assessment and biannual pupils' progress review meetings have enabled identification of weaker aspects of pupils' knowledge and understanding in order to target them effectively. The quality of teaching is monitored rigorously and weaker aspects of professional practice are being effectively addressed.

The governing body provides good support and important challenge. It has, for instance, ensured that the targets set for pupils' attainment are challenging enough to raise achievement and overall expectations of pupils. The focus on setting challenging targets and supporting learning, as well as including those pupils whose circumstances may make them vulnerable, has resulted in the school tackling discrimination and promoting equality of opportunity effectively. The governing body is effective in working with the headteacher

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to ensure that all pupils are safeguarded. Risk assessments for all activities are detailed and thorough, and the rare incidents involving bullying or physical injury are well recorded and systematically followed through.

Good community cohesion is demonstrated by the school's active involvement in the local community. It works effectively with other schools to increase opportunities available to pupils. Through focused visits to various places of worship, pupils learn about the religions of the world and are prepared well for life in a culturally diverse society. Strengthening community cohesion through purposeful global links is an area identified by the school for further development.

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 make good progress from their average starting points in almost all areas of learning. They enjoy their learning and work well independently. They are looked after well and are kept safe. Children are given good opportunities to talk to adults about what they are doing. They practise the sounds letters make (phonics), and read, write, count and play with toys and other equipment well. Behaviour is good and children get on well with each other and adults. During the inspection, children really enjoyed working together to plan an end-of-term event. The learning environment is stimulating and well organised inside. However, the outdoor area is relatively small and less well resourced. Nevertheless, adults provide children with an enjoyable range of activities. The balance between adult-led and child-initiated activities is good. The setting is well led, and staff work well together as a team and have a good understanding about provision in this key stage. Children's progress is assessed well and recorded systematically on a daily basis. This information is used effectively to plan the next steps of provision on an individual

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basis. Links with parents and carers are good. Induction procedures are robust and children quickly settle into school routines.

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

Just over one third of parents and carers responded to the questionnaire, which is similar to the proportion found in most primary schools. Of these, most are very supportive of the school and very happy with their child's experience at the school and with what it provides for them. The small number of parental concerns related to their child not making enough progress at school. Although there are a few cases where pupils' progress is slower, inspectors consider from this inspection that most pupils who attend Woodridge Primary make good progress. Further detail about pupils' progress is provided in the report.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Woodridge 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 60 completed questionnaires by the end of the on-site inspection. In total, there are 201 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	41	68	16	27	0	0	0	0
The school keeps my child safe	44	73	16	27	0	0	0	0
My school informs me about my child's progress	17	28	42	70	1	2	0	0
My child is making enough progress at this school	23	38	29	48	8	14	0	0
The teaching is good at this school	20	33	38	63	2	3	0	0
The school helps me to support my child's learning	17	28	38	63	5	8	0	0
The school helps my child to have a healthy lifestyle	34	57	26	43	0	0	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)	20	33	34	57	2	3	1	2
The school meets my child's particular needs	19	32	37	62	3	5	0	0
The school deals effectively with unacceptable behaviour	18	30	36	60	4	7	0	0
The school takes account of my suggestions and concerns	12	20	44	73	1	2	0	0
The school is led and managed effectively	20	33	38	63	2	3	0	0
Overall, I am happy with my child's experience at this school	24	40	36	60	0	0	0	0

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.



13 July 2011

Dear Pupils

Inspection of Woodridge Primary School, Barnet N12 7HE

Thank you for helping us when we visited your school. We enjoyed talking with you, watching your lessons and looking at your work. Woodridge Primary is a good school. It gives the right balance of attention to your personal development and well-being, and to ensuring that you learn well. As a result, you grow into mature and sensible young people who are well prepared for secondary school and your future lives. You told us that you enjoy school a lot. This is reflected in your above average attendance. Your behaviour is good, too, and you show willingness and enthusiasm for learning.

The care and support your school gives you are very impressive. In addition, your school does much to ensure that you are kept safe. The standards you reach in English and mathematics by the time you leave school in Year 6 are above the national average. You are making good progress because teaching and the curriculum are good overall. To make sure that you are always helped to learn as much as possible, we have asked the adults to do these things.

- Make sure that all of the teaching is good by giving you more opportunities to explain your thinking in lessons and assess your own progress.
- Provide more opportunities outside the classroom for children in Reception to learn about the world around them.

All of you can help by continuing to work hard and cooperate well with teachers and classmates.

Yours sincerely

Nasim Butt

Lead inspector

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