

# Woodford Green Primary School

Sunset Avenue, Woodford Green, IG8 0ST

**Inspection dates** 11–12 October 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Children in the Early Years Foundation Stage and in Key Stage 1 do not yet make fast enough progress.
- Standards in mathematics by the end of Year 2 are not high enough.
- Teaching is not consistently good.
- Some middle leaders do not make a sufficient contribution to improving the performance of the school.
- The governing body does not help to drive forward some initiatives with sufficient urgency.

### The school has the following strengths

- The headteacher and deputy headteacher work together well and are taking appropriate action to bring about improvements which are accelerating pupils' rate of progress. The governing body ensures pupils are kept safe and well cared for.
- There is some good teaching on which the school can build. This is particularly the case at Key Stage 2 where pupils make good progress.
- Pupils known to be entitled to free school meals, disabled pupils and those with special educational needs make slightly better progress than their peers.
- Pupils behave well and have a good understanding of personal safety.
- Marking regularly offers pupils good advice to reach their targets.

## Information about this inspection

- Inspectors observed 17 lessons, of which four were joint observations with senior leaders. In addition, the inspection team made a number of other shorter visits to lessons and attended two assemblies.
- Meetings were held with members of the governing body, staff and groups of pupils.
- Inspectors observed the school's work and looked at a wide range of documentation, including the data the school has collected on pupils' attainment and progress, procedures for keeping pupils safe and the school development plan. They heard some pupils in Years 2 and 6 read.
- Inspectors took account of the 10 responses to the on-line questionnaire (Parent View) to inform the inspection process.

## Inspection team

David Wynford Jones, Lead inspector

Additional inspector

Evelyn Riley

Additional inspector

## Full report

### Information about this school

- Woodford Green Primary is an average-sized primary school.
- Approximately a third of the pupils are of White British heritage. Other pupils come from a wide range of minority ethnic backgrounds, the largest groups being of Asian, Black African or Caribbean heritage.
- The proportion of pupils speaking English as an additional language is high. A few pupils are at the early stages of learning English.
- The proportions of disabled pupils and pupils with special educational needs supported at school action, school action plus or with a statement of special educational needs are similar to the national average.
- The proportion of pupils known to be eligible for free school meals is above average.
- The proportion of pupils known to be eligible for additional funding because they may have barriers to their learning (Pupil Premium) is above the national average for primary schools.
- The proportion of pupils joining or leaving the school part way through the school year is slightly higher than average.
- The school meets the government's current floor standards, which set minimum expectations for pupils' attainment and progress.
- The school offers Nursery provision five mornings a week, term time only.
- The school hosts a privately run breakfast and after-school club during term time.

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

- Improve teaching and outcomes for children in the Early Years Foundation Stage by:
  - making better use of assessment information to plan work that is matched to the children's needs
  - placing a greater emphasis on the development of children's early literacy and numeracy skills
  - ensuring that the outdoor area is fully developed as a natural extension of the classroom.
- Ensure that pupils, particularly in Key Stage 1, make quicker progress and reach higher standards, especially in mathematics, by:
  - ensuring they have a better understanding of the concept of number and developing their use of mathematical terminology
  - providing more opportunities for them to undertake mathematical investigations
  - ensuring that all teachers use assessment information consistently well to match work to pupils' abilities
  - ensuring that teachers do not talk too much at the start of lessons and prevent pupils from spending more time on their learning.
- Improve the leadership of the school by:
  - reviewing and developing the roles and responsibilities of some middle leaders in raising standards and promoting good teaching
  - making certain that the governing body responds more promptly to national initiatives and ensures that the school development plan is approved before the start of the academic year.



## Inspection judgements

### The achievement of pupils

### requires improvement

- Most children enter the Early Years Foundation Stage with levels of knowledge and skills broadly in line with those expected for their age. They settle quickly, enjoy school and grow in confidence.
- By the end of the Reception class, most have made the expected progress in all areas of learning. The children do not make more than the expected rate of progress because assessment information is not used well enough to raise expectations to plan work that challenges individual children to reach higher standards, especially in early literacy and numeracy skills.
- Standards at the end of Year 2 are broadly average in reading and writing but below average in mathematics. Pupils are developing the reading skills expected for their age and make appropriate use of phonics (the sounds that letters make) to help them read unfamiliar words. Pupils write for a range of purposes and most use basic punctuation correctly. However, common words are sometimes spelt incorrectly. Handwriting skills are developing in line with expectations.
- In mathematics, pupils in Key Stage 1 do not have a sufficiently broad understanding of mathematical terminology. Their understanding of the concept and patterns of numbers, including numbers that make 10, is underdeveloped. This is because pupils do not get sufficient opportunities to undertake mathematical investigations and staff do not routinely re-enforce the meaning of mathematical words or identify alternative terminology.
- Work scrutiny, lesson observations and the school's test and assessment data clearly show that pupils in Key Stage 2, particularly in Years 5 and 6, are making good progress in their learning. Currently, standards are broadly average in reading, writing and in mathematics by the end of Key Stage 2. This represents good progress from pupils' attainment at the end of Year 2 when outcomes were below average.
- Pupils in Key Stage 2 read fluently and can discuss their favourite authors confidently. Writing skills are developing well. Year 6 pupils include metaphors, similes and alliteration in their work. There are some good examples of pupils' writing skills being consolidated in other subjects. In mathematics, pupils have a secure understanding of the different concepts and can apply their knowledge. For example, in a Year 6 lesson pupils used their understanding of area to plan the layout for a fair ground.
- The progress of disabled pupils, those with special educational needs, and those known to be entitled to free school meals, for whom additional funding is available through pupil premium, is slightly better than other groups. This is the result of good support and work that is closely matched to their needs.
- The progress of pupils from different minority ethnic backgrounds and those for whom English is an additional language is broadly similar to their classmates.

### The quality of teaching

### requires improvement

- Teaching requires improvement because it is not consistently good. However, across the school, but particularly in Years 5 and 6, there are examples of good practice on which the school can build.
- All teachers have secure subject knowledge and plan their lessons in reasonable depth. Most lesson plans have a clear structure and identify the expected outcomes for pupils of different abilities. Occasionally, teachers' expectations of some pupils are not sufficiently well matched to their ability. At times, the work is too challenging, while in other lessons it is not hard enough. This is because assessment information has not been used effectively to plan the

work. In some lessons, the introduction is overlong and pupils are not given sufficient opportunities to take part in the lesson as active participants.

- Teaching in the Early Years Foundation Stage requires improving because assessment information is not always used to best effect to set challenging work for all children and the outdoor area is not developed well enough to add to the quality of children's learning experiences.
- Where teaching is good, the lessons proceed at a quick pace and questioning techniques are used effectively to probe pupils' thinking. The tasks are interesting and sustain the pupils' interest. Pupils are encouraged to talk to a partner, share their ideas and to challenge each other's thinking. Information and communication technology is used effectively to enhance learning.
- Teachers encourage pupils to become independent readers, make choices and read regularly. They ensure that the pupils develop appropriate reading skills, including the use of phonics. As a result, pupils enjoy reading and are making reasonable progress.
- Potentially vulnerable pupils, disabled pupils and those identified as having special educational needs receive good support and are fully included in class activities. The work set for these pupils is often well matched to their needs. This, together with targeted support from the teaching assistants, enables them to often make slightly better progress than their peers.
- Marking is informative and is a strength within the school. Pupils' work is marked regularly. Good use is made of praise and carefully balanced next-step suggestions which help the pupils reach their targets in literacy and numeracy.
- Relationships with pupils are good. Teachers act as good role models to promote the pupils' spiritual, moral, social and cultural development.

### **The behaviour and safety of pupils** are good

- Pupils have a positive attitude to school but have yet to develop an outstanding attitude towards learning. Nevertheless, they behave well in lessons and around the school. They are courteous and polite to visitors and show respect for each other. There have been no reported incidents of racist behaviour or exclusions since the last inspection.
- Pupils are aware of different types of bullying, including: name-calling, physical abuse, racist, religious and cyber-bullying. They say that they are confident that should a rare incident occur it will be dealt with quickly and fairly by the staff.
- Pupils know how to keep themselves safe and have a good understanding of potential dangers. For example, when using computers to access the internet or while walking home from school.
- Attendance dipped in 2011 to below average. The latest figures suggest that attendance has improved well and is now at least in line with the national average for primary schools.

### **The leadership and management** requires improvement

- The headteacher and deputy headteacher work together well to drive school improvement and have demonstrated that the school has the capacity to improve further. Much has been accomplished in improving provision in Key Stage 2 and accelerating pupils' rate of progress. Senior leaders have rightly identified the Early Years Foundation Stage and Key Stage 1 as the school's priorities for improvement.
- Staff are increasingly being held to account for the progress of the pupils they teach and respond positively to initiatives to promote their professional development through performance management and attendance at training courses. Termly meetings are held with each member of staff to discuss all pupils' attainment and progress. Follow-up meetings

check the progress of potentially vulnerable pupils and those not reaching their targets. The school is working appropriately to promote equality of opportunity for pupils and to tackle any form of discrimination.

- Systems for the performance management of the headteacher and staff are established but updated procedures and the revised policy statement, in the light of recent changes in legislation, have not been ratified by the governing body.
- The draft school development plan is based on a realistic evaluation of the school's performance and correctly identifies the key areas for development.
- The headteacher and deputy headteacher lead the drive to improve teaching through monitoring and evaluating learning in the classroom. The school is in the process of seeking to improve the effectiveness of the role of some middle leaders. The newly appointed mathematics coordinator has made a good start but some more-established leaders have yet to make a significant contribution in monitoring and evaluating the quality of teaching and its impact on pupils' learning.
- In 2011/12, the pupil premium funding to close the gap in pupils' performance was allocated and monitored appropriately by the headteacher. The money was spent on additional support staff in all classes and booster classes for pupils in Year 6. By the end of Year 6, nearly all the pupils made at least two levels progress in reading, writing and mathematics from the end of Key Stage 1. This information was reported to parents and carers in the school's newsletter at the beginning of October.
- The curriculum is broad and balanced, and provides a range of learning experiences that support pupils' spiritual, moral, social and cultural development.
- Very few parents and carers have entered their view of the school on 'Parent View'. However, approximately a third of the parents and carers responded to a recently circulated school questionnaire. Most responses were entirely supportive of the school.
- Changes to the Early Years Foundation Stage framework are being implemented satisfactorily. However, the outdoor area is not being used to effectively promote learning.
- Following the loss of support from an external contractor, contact with the local authority has recently been re-established. As yet, it is difficult to judge any impact.
- **The governance of the school:**
  - the governing body is supportive and has reasonable structures to oversee the work of the school, to ensure that the school meets the statutory requirements for safeguarding pupils and that pupils are provided with a good range of opportunities to learn how to stay safe:
  - although there are examples of challenge to the leadership team, the governing body does not drive some initiatives forward with sufficient urgency, for example ensuring that the school's updated policy on 'Teacher Appraisal and Capability' and the school development plan were agreed by the start of the term.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	103068
<b>Local authority</b>	Waltham Forest
<b>Inspection number</b>	404851

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

<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>	214
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Richard Chung
<b>Headteacher</b>	Jane Powell
<b>Date of previous school inspection</b>	3–4 March 2011
<b>Telephone number</b>	020 8504 1629
<b>Fax number</b>	020 8505 5532
<b>Email address</b>	office@woodfordgreen.waltham.sch.uk

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