

Woodford Green Primary School

Sunset Avenue, Woodford Green, Walthamstow, Essex IG8 0ST

Inspection dates 7-8 May 2014

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

Summary of key findings for parents and pupils

This is a good school.

- Senior leaders and governors took decisive and successful action following the previous inspection to raise the quality of teaching and increase the rate at which pupils make progress. Consequently pupils' achievements have improved markedly.
- In 2013 standards at the end of Years 2 and 6 were much higher than those in most schools.
- The quality of teaching is good and sometimes outstanding. Teachers make good use of what pupils know and can do to pitch work at the right level. They inspire pupils to achieve as much as they can.
- Improvements in the Nursery and Reception classes mean children enjoy a good range of engaging activities indoors and outdoors. They enter Year 1 well prepared for the next stage of learning.
- Pupils behave well and feel safe. They are enthusiastic about their learning and want to do their best.
- The skills of subject leaders and governors improved as a result of demanding training programmes which also improved teaching, especially in mathematics.
- Governors are highly knowledgeable about the school and offer good levels of challenge to senior leaders to bring about improvements.

It is not yet an outstanding school because:

- Pupils sometimes make the same mistakes or their progress slows because teachers do not always check pupils' learning carefully enough to point out misconceptions. They do not insist pupils take pride in the presentation of their work or use a fluent joined script.
- Pupils are not always clear through teachers' comments what they need to do to reach a higher level of attainment.
- In the Nursery and Reception, teachers do not take every possible chance to help young children communicate confidently.
- While attendance is average, not all pupils attend as often as they should to make the best possible progress.

Information about this inspection

- Inspectors observed 29 parts of lessons and small groups of pupils working away from the classroom. The headteacher joined some of the observations. All teachers were observed at least twice.
- Pupils' behaviour was observed when they moved around the school, in lessons, assemblies, playtimes and lunchtime.
- Inspectors listened to pupils read in Years 2 and 6. They asked them about their perceptions of the school, and looked at some of their previous work in literacy and numeracy.
- Meetings were held with the headteacher and staff with responsibility for a range of areas. Inspectors also met with representatives of the local authority and the governing body.
- The responses of 25 parents and carers who completed the online survey, Parent View, the school's own parental survey and 21 questionnaires completed by staff were taken into account. Inspectors also met with parents and carers when they brought their children to school.
- Documents reviewed include: the school's self-evaluation summary and improvement plan; arrangements for safeguarding; records of the school's own observations of lessons; records of pupils' progress, behaviour and attendance; and minutes of governing body meetings. In addition, reports written by a representative of the local authority following visits to the school, and notes of governors' meetings with subject leaders were considered.

Inspection team

Kath Beck, Lead inspector	Additional Inspector
Avtar Sherri	Additional Inspector
Michelle Thomas	Additional Inspector

Full report

Information about this school

- The school is similar in size to most primary schools nationally.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- One third of pupils are known to be eligible for the pupil premium, which is additional funding for pupils known to be eligible for free school meals, looked after children and those with a parent or carer in the armed forces. This is a higher proportion than usually found in most schools. The school receives this funding for those known to be eligible for free school meals and looked after children.
- The proportion of disabled pupils and those who have special educational needs supported through school action is similar to the national average. The proportion of pupils supported at school action plus or with a statement of special educational needs is low.
- Almost all pupils come from minority ethnic backgrounds. Over two thirds speak English as an additional language. This is much higher than usually found.
- Since the previous inspection there have been changes to the membership of the governing body, and several changes of teachers. Some teachers are on temporary contracts until full-time staff return to their role or take up their duties in September. The school's nursery is now open all day.
- A privately run breakfast and after-school club uses the school hall each day in term time. This is inspected separately and the report is available on the Ofsted website.

What does the school need to do to improve further?

- Secure rapid progress for pupils by ensuring that teachers:
 - in the Nursery and Reception classes challenge more children to increase their skills in spoken English and help them to communicate with adults and their friends confidently
 - check pupils' learning carefully during lessons and point out misunderstandings in their work
 - pinpoint precisely when providing feedback what pupils need to do to reach a higher level of attainment and insist that they respond to their written comments
 - have high expectations that pupils will present their work well, and put into practice consistently the school's policy for them to use a fluent joined script.
- Increase the level of attendance by:
 - taking more robust action when pupils are away from school, especially for holidays
 - making clearer to all that when pupils are absent from school it has a significant impact on their learning and life chances.

Inspection judgements

The achievement of pupils is good

- In 2013 there was a marked rise in pupils' achievements. Attainment at the end of Years 2 and 6 was much higher than that found in most schools in reading, writing and mathematics. Pupils from all backgrounds in Year 6 who took the national tests that year made rapid progress from low starting points. A small proportion of the most able pupils reached levels that are typically found in secondary schools in mathematics.
- The reasons for this swift rise in achievement include:
 - higher expectations from senior staff, subject leaders and governors, who now check pupils' progress rigorously
 - improvements to the quality of teaching where some is outstanding
 - higher demands that a larger number of pupils should reach the levels expected or more than expected for their age.
- Throughout the school pupils' achievements in mathematics are higher than in the past. This is because teachers use their good subject knowledge well to provide motivating and engaging activities. Pupils have a good grasp of skills in calculating numbers and solving mental arithmetic problems quickly, and select a range of methods to solve problems confidently.
- In Key Stage 1 pupils' skills in reading and writing are developed well. They use their good knowledge of the sound letters make to read unfamiliar words and to write imaginative stories. Older pupils are enthusiastic about reading and become absorbed in a wide range of good quality children's literature. Their writing books show that they spell well and have a thorough understanding of punctuation and grammar. Few pupils have developed a good style of handwriting.
- Improvements in the Nursery and Reception classes are having a positive impact on children's learning, especially in their personal, social and emotional development. From their varied starting points they make good progress in learning to read, write and count. Good foundations are set for their work in Year 1. However children's confidence in sharing their ideas and communicating fluently is less well developed. This is because staff do not always make the most of creative activities to extend pupils' vocabulary or to engage them in purposeful conversations.
- In 2013 pupils for whom the school receives additional funding made rapid progress. That said, their attainment was a year behind their classmates' in mathematics, and two terms behind in reading and writing. This is a wider gap than usually found, but it is closing this year. Attainment for this group, while improving, is affected negatively when some do not attend as often as they should.
- Senior leaders and governors take care to ensure all pupils have an equal opportunity to do as well as they can. Disabled pupils, those with special educational needs and those who speak English as an additional language make similar progress to their peers. Staff know these pupils well and design activities and set work at the right levels.
- The primary school sports finding is used well to improve the breadth of opportunities available for pupils to participate in healthy activities. Their gymnastic skills allow them to compete very successfully in inter-school competitions.

The quality of teaching is good

- Over time teaching is good, and sometimes outstanding. This view is supported by parents and carers, governors and staff.
- Teachers use their in-depth knowledge of what pupils of all abilities know and can do to plan work that is pitched at the right level. Pupils respond well to challenging activities that motivate and inspire them to apply their previous learning. Teachers' skilled questioning and high-quality explanations enable pupils to think through new ideas.

- Teachers' confident understanding of subjects, especially mathematics, successfully promotes good gains in pupils' knowledge, skills and understanding. They stress the importance of key vocabulary and the use of different methods for calculating and solving problems.
- Teachers mark pupils' work regularly, and usually give some indication of possible next steps in their learning. They do not consistently pinpoint precisely what pupils need to do to push learning along quickly enough for pupils to make more rapid progress.
- During lessons not all teachers check sufficiently how much pupils have learned and how well they understand what they have to do. This means pupils repeat errors, such as writing capital letters in the middle of words.
- In the Nursery and Reception classes staff provide a good range of engaging activities that promote children's learning well. They model good quality spoken English when playing with children. They do not consistently make the most of these occasions to encourage children to increase their vocabulary and talk confidently.
- Teaching assistants make a valuable contribution to pupils' learning. They are well trained and have a good understanding of the best ways to support individual pupils and those with particular needs.
- Expectations of what pupils can achieve are generally high. However, these do not always extend to ensuring that pupils take care in the presentation of their work using a good style of joined up handwriting.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils, parents and carers, staff and governors report that pupils typically behave well throughout the day. This matches the school's records.
- This good standard of behaviour is in response to high expectations that all are treated with respect and courtesy. It makes a very positive contribution to the happy atmosphere in which pupils learn. Those with more challenging behaviour know the consequences of their actions. Disruption to learning is rare.
- Pupils respond quickly to teachers' requests to answer questions or refocus their attention. They are keen to do as well as they can, often completing a good deal of work in the time available. They participate enthusiastically in paired work and small-group discussions listening carefully to different ideas.
- The school ensures that there is no discrimination. Pupils from all backgrounds and abilities are proud of their contribution to the school. They recently wrote the school's new motto, 'Work, Grow and Play Together.' This reflects the school's harmonious atmosphere where pupils play and work sensibly together.
- Pupils look after the school, keeping it neat and tidy, and take pride in their appearance. Untidy work in mathematics means some pupils do not always calculate accurately.
- The school's work to keep pupils safe and secure is good. Pupils say they feel safe in school. They know how to keep safe on the internet, what to do if anyone is unkind to them and that there are different kinds of bullying. Close partnerships between the school and other professionals ensure that vulnerable pupils are cared for well.
- Attendance is average. Senior staff are reducing the amount of persistent absence successfully. However, some pupils continue take days off or go on holiday in term time, hindering their attainment.

The leadership and management are good

- Senior leaders and governors responded very well to the challenges to improve, set by the previous inspection, local authority advisers and one of Her Majesty's Inspectors. They took decisive action against weak teaching and made significant improvements in the Nursery and Reception. Pupils' achievements rose rapidly.

- Developments to improve the school are based on robust self-evaluation that takes into account national and school data, and the views of parents and carers, pupils and staff. All share the ambition for pupils to always reach the highest levels of attainment in order to make the school outstanding. The school improvement plan is realistic and includes the right priorities.
- Senior leaders visit classrooms to review the quality of teaching frequently. While they also check for its impact in pupils' work they have not ensured that the policy for handwriting is followed consistently.
- Teaching, especially in mathematics, has improved due to intensive training courses for staff. Training for those with subject leader roles improved their effectiveness. They now play key roles in raising achievement across the school.
- The range of activities taught throughout the school promotes pupils' enthusiasm for learning, broadens their horizons and deepens their knowledge of the world around them. Opportunities to learn about major faiths and raise funds for those less fortunate add much to their spiritual, moral, social and cultural development.
- Parents and carers offer good support to the school, recently raising substantial funds to improve the playground. One parent or carer is also teaching high-level mathematics to the most able pupils. The views expressed to inspectors on Parent View and in the school's recent survey indicate that the majority of parents and carers are pleased with the education their children receive.
- The local authority has given good support for this school, providing training and brokering partnerships with other schools to share expertise.
- **The governance of the school:**
 - New and experienced governors have undergone rigorous training to improve their effectiveness. Many bring expertise that they use very well to benefit pupils' learning, and ask testing questions to hold senior leaders to account.
 - Governors are extremely knowledgeable about the school. They know about the quality of teaching and what is done to tackle underperformance. They oversee the school's systems for setting targets for teachers' performance and ensure that staff pay is linked to pupils' progress. Governors work closely with senior staff and subject leaders, challenging them to raise achievement. They use information on pupils' progress robustly to check that pupils are achieving well in school and in comparison to others nationally.
 - The budget is checked carefully. Governors are fully involved in the allocation of additional funds. They regularly check the impact these have on the achievements of the pupils.
 - Governors ensure that arrangements for safeguarding pupils have high priority. They check regularly that the policies and procedures that keep pupils safe are implemented consistently.

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

Unique reference number	103068
Local authority	Waltham Forest
Inspection number	442152

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	3 -11
Gender of pupils	Mixed
Number of pupils on the school roll	233
Appropriate authority	The governing body
Chair	Candice Dwight
Headteacher	Jane Powell
Date of previous school inspection	11– 12 October 2012
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