

Woodside Primary School

Jones Road, Goffs Oak, Waltham Cross, EN7 5JS

Inspection dates 6–7 May 2015

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

Summary of key findings for parents and pupils

This is a good school.

- Progress has improved and is now good throughout the school. Overall standards in reading, writing and mathematics are broadly in line with averages by the time pupils leave Year 6 and higher than at the time of the previous inspection.
- The quality of teaching is good because training has been targeted where improvement was most needed. The management of teachers' performance by senior leaders is rigorous and effective.
- Teachers' secure subject knowledge and the emphasis they place on developing pupils' language skills, result in pupils making particularly good progress in reading.
- Leadership and management in the early years are effective and ensure children are well taught and make good progress.
- Pupils behave well. They are welcoming, polite and courteous. They work hard and try their best.
- The school makes pupils' safety and welfare a very high priority. Consequently, pupils are kept very safe and say so. Their parents agree with them.
- The varied and interesting curriculum promotes pupils' spiritual, moral, social and cultural development effectively. Pupils are well prepared for life in modern Britain.
- Governors know the school well. They provide good challenge to the school's able senior and middle leaders.
- The headteacher works closely with other leaders, staff and governors and sets high expectations. His unrelenting drive for high standards of teaching and faster progress has resulted in sustained improvements in all the areas of weakness identified in the previous inspection.

It is not yet an outstanding school because

- Pupils are not being given enough opportunities to use and apply their mathematical skills in real life problem-solving situations.
- Teachers' marking in mathematics does not show pupils how to improve as effectively as it does in literacy.
- Pupils do not always get enough practice in writing at length and in different subjects.

Information about this inspection

- Inspectors observed pupils in all year groups engaged in a range of activities in different subjects. Many observations took place alongside the headteacher and the deputy headteacher.
- Inspectors spoke to groups of pupils and looked at work in all classes, including records of the learning of children in Reception and Nursery.
- The inspectors listened to pupils reading and talked to them about their reading habits.
- Meetings were held with school staff, the Chair of the Governing Body and five other members of the governing body. The lead inspector had a telephone conversation with a representative from the local authority.
- Inspectors took account of the 73 responses to Ofsted’s online parent questionnaire, Parent View, 15 responses to the staff questionnaires and two letters from parents. Inspectors also held informal discussions with parents at the end of the school day.
- Inspectors looked at a number of school documents including: the school’s own evaluation of its performance and its improvement plan; information about pupils’ progress and the support given to disadvantaged pupils, disabled pupils and those who have special educational needs; evidence about the quality of teaching; minutes of the governing body and records relating to behaviour, safeguarding and attendance.

Inspection team

Richard Blackmore, Lead inspector

Additional Inspector

Diane Hawkes

Additional Inspector

Full report

Information about this school

- Woodside Primary School is smaller than the average-sized primary school.
- The proportion of pupils who are disadvantaged and supported by the pupil premium (the additional government funding for pupils known to be eligible for free school meals and those in local authority care) is below the national average.
- The large majority of pupils are from White British backgrounds.
- The proportion of disabled pupils and those who have special educational needs is below average.
- The early years provision comprises a Reception class with children who attend full time and a Nursery where children attend part time.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of Year 6.

What does the school need to do to improve further?

- Improve the quality of teaching so that, throughout the school, pupils' achievement continues to rise by:
 - creating more opportunities for pupils to use and apply their mathematical skills in real life problem-solving situations.
 - making sure that marking in mathematics clearly identifies how pupils can improve their mathematical skills
 - ensuring there are more opportunities for pupils to write extensively and in different subjects.

Inspection judgements

The leadership and management are good

- The headteacher has swiftly and decisively ensured rapid improvements in pupils' attainment and achievement. He has established a new senior team to lead and manage further improvement and introduced effective ways to accurately measure pupils' progress and raise teachers' expectations, both of achievement and of pupils' behaviour and attitudes to learning. This has improved the quality of teaching and quickened the progress that pupils make.
- Leaders have had an uncompromising focus on strengthening the quality of teaching. All teachers benefit from high quality training, coaching and opportunities to observe good practice. Leaders check the quality of teaching frequently. The individual targets set for improving teachers' effectiveness and are based on measurable criteria linked to pupils' achievement.
- The school improvement plan is thorough; priorities are accurately identified, with links made directly to pupils' achievement. This enables the governing body to evaluate precisely the impact of actions taken and school leaders to plan well for further improvement. It ensures that there is equality of opportunity to succeed for all pupils including disabled pupils or those who have special educational needs.
- Subject leaders lead their areas of responsibility well. They monitor patterns of achievement closely and give good advice to teachers that enable them to improve and adapt their practice and match their teaching to the requirements of the new programmes of study and expectations for each year group.
- Systems to manage teachers' performance fully meet government requirements and are effective in creating a culture of continual improvement in teachers' practice. Leaders monitor the progress individual teachers make towards their targets carefully and ensure these focus strongly on improving pupils' achievement. They provide good training opportunities to ensure desired improvements in teaching are quickly secured and are sustained.
- The school has used the pupil premium well to fund additional teaching support and to devise programmes to support eligible pupils' personal well-being. These include initiatives to enable disadvantaged pupils to participate in a range of clubs to help boost their self-confidence and well being. This is helping to narrow attainment gaps between disadvantaged pupils and their peers. This extra support in lessons has been developed by appointing additional members of staff to work with pupils individually and in groups. The impact of this spending can be seen in the good progress disadvantaged pupils make across the school.
- The school has used the funding for primary sport to widen the range of activities on offer and provide additional staff training which has improved teacher's skills and subject knowledge. It has raised the standards pupils reach and helped them to become more confident in taking part in competitive sport.
- Provision for pupils' spiritual, moral, social and cultural development is good. It contributes to their good attitudes and behaviour. Pupils' are well-prepared for life in modern Britain. They have high levels of knowledge of other cultures and traditions, locally, globally and nationally. Their extremely keen sense of tolerance of others, regardless of backgrounds or beliefs means they are well-prepared for their future in British society.
- Pupils benefit from a well-planned curriculum with topics chosen carefully to interest them. There are good opportunities to study these projects in greater depth and to answer in detail the enquiries they raise themselves. It successfully meets the learning needs of pupils and stimulates their curiosity. Many visits and numerous extra activities enrich and extend it further.
- The range of subjects taught, including a particular emphasis on environmental education and sporting achievement, ensures that pupils have a well-rounded experience.

- The local authority has supported the school well, particularly in improving teaching. It is well aware of the strengths of the school and the areas it needs to improve.
- Safeguarding and child protection procedures meet requirements. Procedures are clearly established and the day-to-day management, care and protection of children are effective. Parents appreciate the way the school cares for their children.
- **The governance of the school:**
 - Governors are effective. There have been many new governors appointed to the governing body since the last inspection and they have brought a wide range of useful skills and experience to the strategic leadership of the school. They know how well the school is led and managed and has improved, and they provide an appropriate level of challenge to school leaders. Governors are regular visitors to the school and use their visits to help in their effective analysis and understanding of performance data about pupils' attainment and progress, including that of disadvantaged pupils. They have an accurate view of the quality of teaching and pupils' progress. They offer both strong support and challenge to the headteacher and other leaders. Governors check the school's spending decisions closely and ensure that any increases in teachers' pay are justified by their teaching performance and their pupils' results. They ensure that senior leaders give good support to any underperforming staff so that they can improve quickly.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. They are polite and courteous to each other, to staff and to visitors. They help to keep the school clean and tidy and take pride in the presentation of their work. In lessons, pupils are willing to answer questions even if they are unsure that their answer is totally correct. They are confident enough to take risks and know that they will be encouraged and supported by adults when they do so.
- Pupils have very positive attitudes to learning. They want to do well and enthusiastically ask and answer questions. On the odd occasion, some pupils lose concentration or interest because they find it difficult to sustain their focus on the appropriately challenging work. However, if they start to interrupt the learning of other pupils, teachers quickly check them and re-establish the normal standards of good behaviour.
- Bullying is not tolerated at this school. Pupils spoken to during this inspection said that incidents of bullying were extremely rare and dealt with effectively. The school teaches pupils how to cope with and respond to issues such as bullying, in thoughtful assemblies and during carefully-led discussions.

Safety

- The school's work to keep pupils safe and secure is good. There are good systems and routines in place to keep pupils safe and these are reviewed regularly. Pupils say they feel safe both in school and in the school grounds. Staff receive regular update training.
- Parents spoken to during the inspection agreed that their children are kept safe in school. The school thoroughly checks the suitability of staff to work with pupils. The care that staff provide for pupils is very good and staff create a climate in which pupils thrive, both academically and personally.
- Pupils have a good understanding of e-safety and know about cyber bullying, as well as other forms of bullying. They speak knowledgeably about how to keep themselves safe.

The quality of teaching is good

- The quality of teaching is good and consequently, pupils learn well and make good progress. The quality of work in pupils' books, as well as inspectors' observations of teaching, demonstrate that the quality of teaching is good and that it has improved significantly since the last inspection.

- Relationships between staff and pupils are very positive and encourage pupils to achieve well in all year groups. Teachers know pupils well and carefully tailor the activities to meet their individual needs and interests. This leads to pupils developing positive attitudes to learning. One pupil, typical of many, marking the school out of 10 said, 'I would give it 100!'
- Teachers have secure subject knowledge and are enthusiastic, which makes learning fun for the pupils. Teaching is inspiring and imaginative. For example, pupils took great delight in using their knowledge of the environment when writing persuasive sentences about recycling and reusing materials.
- The teaching of reading is a particular strength across the school. High-quality reading materials and good use of computers have been particularly effective in instilling a love of reading. In the early years, the children's excitement is tangible when the teacher shares a book. They talk excitedly about the text. Similarly, in Year 1, pupils made good progress because the teacher expertly demonstrated the sounds that letters make and how this can help in the spelling of complex words.
- Writing is also taught effectively. Teachers help pupils to understand how sentences are structured and give them many models of good writing and vocabulary to learn from. This ensures that pupils become competent writers. However, pupils do not write extended pieces of work often enough to practise the use of higher level writing skills effectively, such as writing complex and more adventurous sentences.
- There is a clear progression in the way key mathematical skills are taught throughout the school and, this, together with teachers' emphasis on calculation skills, has resulted in improved achievement. However, pupils do not have enough opportunities to use and apply their mathematical skills to real life problem-solving situations. There are occasions when the marking of pupils' work does not highlight clearly enough why pupils have made mistakes and how they can improve their skills, for example in calculations.
- Learning support assistants are well trained and provide skilful help to pupils individually or in small groups. They ensure that all pupils, including disabled pupils and those who have special educational needs, progress well and that those who need it are given extra support and attention.
- Teachers mark pupils' work frequently and in accordance with the school's policy. Pupils therefore know what they have done well and have a good understanding about how to improve their work. This is because the teachers' guidance is clear and helps them to understand their initial misconceptions. However, marking in mathematics is not as helpful as it is in literacy because it does not precisely show pupils where they are going wrong and how to be more accurate.

The achievement of pupils is good

- Pupils' achievement has improved considerably in the last two years because slow progress has been tackled robustly and training has helped to ensure staff have better subject knowledge and provide more challenging activities. This has ensured that progress is accelerating and attainment is rising rapidly.
- The progress the pupils make has continued to quicken since the monitoring visit by Her Majesty's Inspector in June 2013 after the school was judged to require improvement. This identified that leaders had been quick to address the key issues for improvement. Evidence from this inspection shows that this has continued because pupils are now making good progress and are increasingly making up for their past underachievement. The mathematics subject survey conducted by Her Majesty's Inspector in November 2014 also confirmed that the school was improving by judging achievement to be good in mathematics.
- Attainment in the 2014 national tests in mathematics, writing and reading was broadly average. However, given pupils' starting points, this showed that progress was not rapid enough from Key Stage 1. Pupils are now making much faster progress across the school, especially in reading and writing. Inspection evidence, including the inspectors' analysis of pupils' work and the school's own records, shows that progress is now good and attainment is on track to be above average when pupils leave Year 6. This is because teachers have higher expectations for all groups of pupils.
- Pupils join the school in the Reception class with knowledge and skills that are typical for their age. They

make good progress across all areas of learning, which prepares them well for the work they will do in Year 1. In Key Stage 1 pupils make good progress, especially in reading, because the teaching of phonics by teachers and teaching assistants is effective.

- Pupils in Key Stage 2 now make good progress. Current Year 6 pupils are on track to attain significantly above average standards in reading, writing and mathematics by the time they leave. However, throughout the school, pupils do not always have enough opportunities to extend their writing so that they fully understand how to write and use complex sentences. Progress in mathematical skills is sometimes limited because teachers do not explain how errors can be corrected in sufficient detail.
- There is no discernible variation in the achievement of pupils from different minority ethnic groups or for those who speak English as an additional language when compared to other pupils at the school.
- Disabled pupils and those who have special educational needs now achieve well. This is because they receive well-chosen support from their skilled teachers and teaching assistants.
- The most-able pupils achieve well and make good progress. A considerably higher number are on track to achieve the higher levels in reading and mathematics than in previous years, including some pupils who are set to reach level 6. This is because teachers pitch the work at the right level for this group of pupils.
- There were too few disadvantaged pupils in 2014 for their attainment at the end of Key Stage 2 to be compared with that of their classmates or with national averages, without identifying individuals. Work in these pupils' books and school achievement data indicates that they make good progress. Any gap in their attainment and those of other pupils in the school and nationally is closing quickly.

The early years provision

is good

- Children quickly settle into the school's routines. They behave well and are responsive to adult instructions. They quickly gain in confidence and sensibly choose activities both inside and in the outdoor area for themselves tackling them successfully without help from staff. Adults model expected behaviour well for children and this establishes a happy and caring atmosphere.
- They make good progress in all areas of learning because they are taught well. The proportion of children leaving the early years with a good level of development is increasing, and is above average. Children gain skills and knowledge that prepare them well for Year 1.
- Children develop excellent attitudes to learning. They play well together and respond very well to the high expectations of the staff. They are motivated, very keen to learn and show interest in all activities. They are kept completely safe whilst at school and the classrooms and outdoor areas capture children's interests well.
- Disabled children and those who have special educational needs do well because teaching is matched effectively to their specific learning needs. They are supported well so that they can fully take part in all activities.
- Leadership and management are effective. Accurate self-evaluation and improvement planning ensure that all aspects of the early years provision are good. Leaders encourage parents to support their children's learning through regular workshops and opportunities to stay and learn with their children.

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	117321
Local authority	Hertfordshire
Inspection number	462092

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	218
Appropriate authority	The governing body
Chair	Nicola Pearce
Headteacher	Keith Richmond
Date of previous school inspection	24 January 2015
Telephone number	01707 888333
Fax number	N/A
Email address	head@woodside.herts.sch.uk

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