

# Woodlands Primary School

Loxford Lane, Ilford, Essex IG1 2PY

## Inspection dates

1–2 March 2017

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Outstanding</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Outstanding</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Outstanding</b>
Overall effectiveness at previous inspection	Not previously inspected

## Summary of key findings for parents and pupils

### This is a good school

- The school has made rapid progress under the headteacher's strong, calm and very purposeful leadership. Her vision for the school is being realised and is shared fully by staff, governors and parents.
- Senior leaders support very effectively the drive to improve teaching. This is leading to consistently good progress and rising levels of attainment across the school.
- Subject and year group leaders are highly skilled and really enthusiastic. They have made a very significant contribution to the successful action to improve progress in reading.
- Governors have become extremely effective since the amalgamation. Their high level of expertise and regular training mean they can ask searching questions of school leaders.
- Leaders focus on identifying the needs of pupils and making sure the building blocks are in place for them to be successful whatever their circumstances.
- Pupils have a very mature understanding of diversity through the school's strong focus on promoting racial harmony and religious tolerance.
- High levels of conduct are commonplace throughout the school. Pupils show adults and each other great consideration and respect.
- The care and support for families and their children are sensitively planned. Hence, pupils feel safe, secure and happy in school.
- Strong and knowledgeable leadership is the prime reason for the recent considerable improvement in the early years.
- Teachers are noticeably active in helping pupils understand the features of democracy and how they can be active citizens. Pupils have many opportunities to take responsibility and develop leadership skills.
- Not all teachers ensure consistently that pupils apply the mathematical skills they learn either to deepen their understanding of new ideas or to develop their reasoning.
- Teaching of science is not always of sufficient depth. Pupils do not have enough opportunities to plan and carry out scientific investigations.

## Full report

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

- Provide opportunities more consistently for pupils to deepen their understanding of mathematical ideas and develop their reasoning skills.
- Ensure that science is taught in greater depth across the school, particularly enquiry skills.

## Inspection judgements

### Effectiveness of leadership and management

### Outstanding

- The headteacher has put in place very strong and robust systems to manage this large school. She is both highly respected by staff and highly regarded by parents. The very cohesive senior team has tackled successfully a dip in the pupils' progress in reading last year, with support from the local authority.
- Teaching is improving rapidly. Teachers are encouraged to take risks from which they can learn and develop to improve their teaching. They reflect continually on their practice and how it could be better. Arrangements for managing their performance and securing improved learning for pupils are rigorous.
- Subject and year group leaders have undergone extensive training to develop and extend their expertise. They understand how to use assessment information to identify strengths and the next steps for action in their teams. They use their expertise very well to share good practice and act as models of high-quality teaching.
- Leaders analyse assessment information very closely for all key groups of pupils in the school. This provides them with a firm basis from which to focus action and allocate resources. They use pupil premium funding effectively to improve teaching for all pupils and specifically to improve the learning of disadvantaged pupils.
- The curriculum is planned creatively and designed to support the drive to improve reading. Pupils find topics interesting and engaging. Sessions of philosophy help to promote very well the pupils' spiritual and moral development. Pupils have written letters to a local councillor about their dismay at the closure of a park and their concerns about the status of a local hospital.
- The school uses its sports premium grant effectively. Pupils now participate in increasing numbers in competitions across London. Over 300 pupils now attend school sports clubs with a plan in place to involve girls more. Many pupils are developing their stamina by running regularly to complete the marathon distance.

### Governance of the school

- The governing body is very effective. Structures and procedures enable governors to have a very clear picture of the school's strengths and where they want to see improvement.
- Governors check performance carefully. This enables them to be confident that action taken to improve reading and attendance is meeting their targets.
- The governing body keeps a sharp eye on the impact of the allocation of resources such as the pupil premium. It makes sure that the school motto 'aim higher' applies as much to disadvantaged pupils as to others.
- Governors are trained well in safeguarding matters. They have considerable expertise and use this to check that the school's safeguarding policy is implemented rigorously.

## Safeguarding

- The arrangements for safeguarding are effective.
- Leaders and governors together have developed a very strong culture of safeguarding throughout the school. Training for staff in all aspects that could cause pupils to be vulnerable has ensured that members of staff are clear about procedures to follow and very vigilant in spotting concerns. Pupils are taught about the dangers of extremism and radicalisation, and how both can be recognised and prevented.
- Leaders work tirelessly to gain an understanding of the challenges facing vulnerable families and their children. This includes when they are newly arrived at the school. They can then target their action to keep pupils safe. The before-school 'rise and shine' facility provides much valued support for a group of vulnerable pupils.

## Quality of teaching, learning and assessment

**Good**

- High expectations are a consistent feature of the most effective teaching in the school. Pupils know they are expected to work things out for themselves and solve problems posed. They follow the saying 'three before me' by using a book, discussing a task with a buddy or researching on a computer before asking their teacher for help.
- Teachers manage behaviour very well with a focus continually on the pupils' learning. Consequently, pupils are very attentive and keen to answer their teacher's questions. They quickly immerse themselves in undertaking tasks and are enthusiastic learners.
- Learning is at its most effective when pupils are challenged to think and the work they are set is interesting. They get the most from a lesson when teaching and activities are adapted to reflect how well they have learned new ideas. Support staff are effective when working with individuals or groups of pupils.
- Leaders have introduced newly designed programmes to develop wider reading skills such as deduction and inference. New structures to lessons are fully understood by pupils, who know they are expected to be precise in their answers. Opportunities for adults to hear pupils read in school are very much tailored to pupils' specific needs.
- Adults follow the programme closely for teaching phonics to small groups. These are adapted frequently, based on a regular assessment of pupils' learning. This system is also adopted successfully across the early years.
- Pupils say that they are very clear about how well they are doing and what they need to do to improve. Teachers often set them additional challenges in mathematics to assess understanding and push learning on further.
- Teaching develops calculating systematically across the school so pupils become accurate in their number skills. Several teachers expect pupils to explain the reasons for their answers and also to apply their skills to deepen their understanding of new concepts. However, this is not consistently the case across the school.

## Personal development, behaviour and welfare

**Outstanding**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Parents are very pleased with the support their children receive. This includes when they newly arrive, often from abroad. Pupils say there is strong trust between pupils and teachers. This gives them great confidence and helps them to feel safe in school.
- The school helps pupils to understand bullying and how to deal with it. Pupils say that bullying happens rarely and staff step in quickly when it does. They describe how they try to settle differences amicably. Pupils understand e-safety and how to spot and deal with concerns.
- School council members organise events for charity and love helping out. Pupils apply for leadership roles in the school on 'take-over day' and carry these out with pride. Year 6 pupils take great delight in supporting Nursery children with their reading. Pupils take the initiative when running the school radio station with little input from adults.
- Lessons of philosophy lead to pupils thinking deeply about moral issues and respecting that they might not agree with another's views. Having studied the words of the George Michael song 'Freedom', Year 5 pupils chose collectively to consider the question 'Does being free mean being lonely?'
- Tolerance of others and equality are high in the values of pupils, as one put it 'because it is the right thing to do'. Several also quoted together and understood the significance of the late Jo Cox, 'There's more that unites us than divides us.'

### Behaviour

- The behaviour of pupils is outstanding.
- Pupils move around the school in a very thoughtful and orderly manner. They play happily and sensibly together at breaktimes. Pupils are very polite and well mannered. Consequently, the school is calm, happy and harmonious.
- Pupils know precisely what is expected of them in lessons. Systems for managing their behaviour are focused sharply on their learning. Pupils are determined to reach the 'gold' level on the behaviour system each day by completing tasks assigned.
- Attendance rates have risen steadily since the amalgamation. The vast majority of pupils attend regularly and punctually. School leaders take rigorous action to eliminate unnecessary absence. In spite of this, a small number of parents continue to take their children on extended holidays during term time.

## Outcomes for pupils

**Good**

- Almost all groups of pupils are making good progress in English and mathematics. The most able pupils often make more rapid progress than others in each year group. More pupils than previously are working at standards expected for their age and increasing numbers are now working at a high standard across the school. Attainment is improving.

- Pupils did not perform as well as expected by the school in the Year 6 reading test in 2016. Changes to teaching programmes and sharply focused staff training to tackle identified weaknesses have led to progress in all aspects of reading improving rapidly.
- The progress of pupils who have special educational needs and/or disabilities is good. This is because they are very well integrated into lessons. Assessment has become sharper so teachers are able to pinpoint resources for pupils with the greatest need.
- Disadvantaged pupils are now making good progress as teaching has improved. This includes the most able disadvantaged, for whom expectations have risen considerably. Any differences in attainment with other pupils nationally are minimal or diminishing.
- Pupils who speak English as an additional language also make good progress. This is because adults focus on developing language at every opportunity from the early years onwards. Progress is also good from their starting points for later arrivals to the school.
- The volume and quality of work in subjects beyond English and mathematics vary between year groups. This is particularly so in science. Not all pupils have refined enough investigation skills by the end of key stage 2.

### Early years provision

### Outstanding

- Leaders know precisely where strengths lie in the early years and what is needed to secure further improvement. Targeted staff training has led to great consistency across all classes and much high-quality teaching.
- Leaders are very focused on making sure they meet fully the needs of all children. Hence, children with complex needs are included in activities at all times. Children make rapid progress in all areas of their learning. Their levels of attainment are rising. This includes disadvantaged children, because adults focus closely on their learning and progress.
- Parents value greatly staying to share their children's learning in Reception once each week. This helps to build a strong partnership between home and school. Children are rewarded for learning they undertake at home. Those winning awards were observed speaking with great confidence about their work in front of 120 children in assembly.
- Adults link the children's behaviour closely to learning and completing specific activities each day. This includes raising expectations for boys. Children behave impeccably and show great consideration for others. There are no gender differences in the selection of activities, so boys are involved in writing as much as girls.
- The areas in which children learn are attractive and engaging both inside and outdoors. They are drawn into activities on which they persevere for long periods. This represents a considerable improvement in recent years.
- Adults take every chance available to promote the children's personal and social development. Consequently, children quickly form trusting and highly productive relationships with adults and each other. Children also feel very safe in the setting because they know their care and welfare are of paramount importance to staff.

## School details

Unique reference number	102834
Local authority	Redbridge
Inspection number	10023566

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	957
Appropriate authority	The governing body
Chair	Jenny Braysher
Headteacher	Mel Jackson
Telephone number	020 8478 4612
Website	<a href="http://www.woodlandsredbridge.co.uk">www.woodlandsredbridge.co.uk</a>
Email address	<a href="mailto:admin.woodlands@redbridge.gov.uk">admin.woodlands@redbridge.gov.uk</a>
Date of previous inspection	Not previously inspected

## Information about this school

- This very large school was formed in April 2014 by the amalgamation of the neighbouring infant and junior schools.
- A new governing body was constituted at the time of the amalgamation and the headteacher was appointed one term later, in September 2014.
- Almost all pupils are from a wide range of minority ethnic backgrounds. The majority are of Asian or Asian British heritages.
- Most pupils speak English as an additional language. This figure is high.
- The proportion of pupils who have special educational needs and/or disabilities is below average.
- The proportion of pupils supported by funding through the pupil premium is above average.

- The proportion of pupils who join or leave the school part way through their primary education is higher than in most primary schools.
- Children in the early years provision attend the Nursery part time and the four Reception classes full time.
- The school provides childcare before school.
- The school meets the government's current floor standards. These set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The school meets requirements on the publication of specified information on its website.



## Information about this inspection

- Inspectors observed pupils' learning in 41 lessons. Senior leaders, including the headteacher, accompanied inspectors to 18 of these. They looked at work in pupils' books, and listened to pupils from across the school reading.
- Meetings were held with groups of pupils; school staff; four members of the governing body, including the chair of the governing body; and a representative from the local authority.
- Inspectors took account of the 26 responses to Parent View and written contributions from 13 parents. They also took account of the 249 replies to a survey of parents carried out by the school during the last academic year. Inspectors also talked with a small number of parents as they brought their children to school at the start of the day.
- Inspectors observed the school's work and looked at a number of documents, including the school's own information on pupils' current progress, planning and monitoring documentation, records relating to behaviour and attendance, and documents relating to safeguarding.
- Inspectors also took into consideration the 36 responses to the staff questionnaire and the 31 responses to the pupil questionnaire.

## Inspection team

Martin Beale, lead inspector	Ofsted Inspector
Chris Birtles	Ofsted Inspector
Sheila Cohring	Ofsted Inspector
Sarah Lack	Ofsted Inspector

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