

Woodlands Academy

Hathaway Gardens, Ealing, London W13 0DH

Inspection dates

25–26 June 2019

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

Summary of key findings for parents and pupils

This is a good school

- The headteacher and other leaders are ambitious and know what to do to make the school even better.
- Leadership and management at all levels are having a positive impact on the curriculum, teaching and the pupils' outcomes. As a result, the school is improving rapidly.
- Teaching, learning and assessment are effective. Teachers form good relationships with the pupils, provide interesting activities and manage behaviour well.
- Pupils' personal development, behaviour and welfare are good. Pupils are respectful, keen to learn and take responsibility well.
- Pupils feel safe at school and know how to stay safe.
- Pupils' outcomes are good. Pupils make good progress from their differing starting points, including in reading, writing and mathematics.
- Children settle quickly into the early years and make good progress. Most activities are well planned and inviting. Occasionally, tasks are not purposeful and do not extend learning.
- Children in the Nursery and Reception classes are not consistently expected to form their letters correctly when they are writing.
- Across the school, there are occasions when time is wasted because the time needed for a task is misjudged or the activity does not promote good learning.
- Geography is not taught as well as other subjects. As a result, pupils do not have good skills and knowledge in this subject.

Full report

What does the school need to do to improve further?

- Ensure that children in the early years form their letters correctly and that all activities are purposeful and extend learning.
- Make sure that time is always used well in lessons.
- Strengthen the teaching of geography so that skills and knowledge are learned effectively.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher and other leaders have a clear vision for the future of the school. They motivate other staff, so that everyone is involved in whole school development and there is a strong sense of teamwork. Self-evaluation is accurate and the right next steps for improvement have been identified and are being worked towards.
- The school has been improving rapidly since it opened as an academy in September 2016. The school leaders work closely with other schools and external agencies to support good teaching and strengthen the pupils' progress.
- Performance management and the professional development of teachers are rigorous. Leaders have supported all staff, so that they can improve their skills. They have made sure that any major weaknesses in teaching have been rectified quickly.
- The specific grant for supporting disadvantaged pupils is used effectively. Their needs are assessed, and support provided to enable them to do as well as their peers. Funding for pupils with special educational needs and/or disabilities (SEND) is being spent more wisely than in the past. As a result, pupils' progress is improving and remaining gaps in learning are being tackled robustly.
- Spiritual, moral, social and cultural development is promoted well. Pupils are prepared well for life in modern Britain, because British values are taught effectively. Pupils understand the importance of qualities such as democracy and responsibility. For example, pupils in Year 6 carry out work experience in the school by supporting learning in other classes.
- The sports premium funding is used well to increase expertise in the subject and to provide greater opportunities for pupils to improve their skills and fitness. For example, during the inspection, pupils in Years 5 and 6 were being given specific rugby coaching. They improved their stamina and ability to control a rugby ball.
- Leaders have established good links with parents and carers. Improvements in teaching and pupils' progress have increased parents' confidence in the school. Mobility to other schools has fallen dramatically over the last two years. Parents are now positive about the work of the school and are especially pleased that their children are taught well and are happy. As one parent stated: 'My son is happy so I'm happy.'
- The curriculum has been reviewed, and clear plans are in place for all subjects. Effective use is made of visits, visitors and clubs to provide a wealth of additional activities that support good learning. Leaders are aware that the geography curriculum is not being implemented fully yet and is less secure than for other subjects.

Governance of the school

- Governance is effective and there are clear lines of responsibility within the trust.
 - The local governing body reviews and implements school policies. It monitors teaching and the curriculum and determines the local budget. Governors are clear about what the school does well and the next steps for improvement. The governing body provides school leaders with the right level of support and challenge. There are

good training opportunities for newly appointed governors.

- The executive headteacher works alongside the headteacher, supporting the delivery of the academic development plan and the curriculum. This partnership has strengthened the transition of pupils from key stage 2 to key stage 3.
- The trustees approve strategic objectives for the school, challenge the leaders and review provision. They set trust-wide policies and review the work of the executive headteacher. They appoint the local governing body and check the effectiveness of the curriculum and legal compliance.

Safeguarding

- The arrangements for safeguarding are effective. A safe culture has been established, because staff are well trained and have been checked for suitability for working with children. Leaders work closely with parents and external agencies to help keep pupils safe. For example, there are many workshops to help educate parents, covering topics such as mental health and female genital mutilation.
- Pupils are clear about safety procedures at the school, such as fire drills and lockdown procedures. They understand about the need to stay safe when working on the internet. Pupils are actively involved in monitoring safety.

Quality of teaching, learning and assessment

Good

- The school's ethos for 'purposeful, calm learning' is evident in lessons. Teachers and teaching assistants manage behaviour well. They have good relationships with the pupils and provide them with interesting activities. As a result, pupils are keen to learn.
- Teachers assess the pupils' learning rigorously and use this information to help plan future work. Parents are pleased with the good information they receive about their children's progress.
- Teachers and teaching assistants work well with the pupils. They provide the right level of support for the various groups of pupils according to their needs. Leaders are currently working with teaching assistants to help them to encourage the pupils with SEND to become more independent.
- Time is used well in most lessons. Occasionally, teachers provide activities that do not support good learning or misjudge the time needed for an activity. When this happens, pupils make less progress than they should.
- Teachers have good subject knowledge and use the right subject vocabulary to promote effective learning. Effective use is made of specialist teachers across the school in subjects such as physical education and music, and in English, mathematics and science in upper key stage 2. Teachers' knowledge about geography is less secure than their knowledge in other subjects.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils are confident and know how to be successful learners. They are proud of their school and what they have achieved over the last three years.
- The school supports the pupils well in their physical and emotional well-being. Leaders are concerned that quite a few pupils are overweight. They give pupils good opportunities to take part in sport and active games, run a fruit tuck shop and reward healthy eating at lunchtime.
- Pupils are knowledgeable about how to stay safe, including when using computers. They are happy that any instances of bullying are dealt with systematically. Pupils contribute to discussions as part of the safeguarding group. They meet with staff and governors to talk about any concerns they might have and how safeguarding can be further improved.

Behaviour

- The behaviour of pupils is good, including in the breakfast and after-school clubs. Pupils have noticed that behaviour has improved and agree that it is now good. They typically make comments such as: 'We now have a system' and 'Going for Green was a good influence'.
- Pupils are polite and respectful and keen to help each other. They concentrate well in most lessons. As one pupil said: 'There is more learning than there are distractions.' Occasionally, a few pupils become quietly inattentive when their learning could be challenged further.
- Rates of attendance are improving and are now broadly average. The school is working alongside a few new families to help them to understand the importance of good punctuality and attendance.

Outcomes for pupils

Good

- Leaders have raised expectations for how well pupils at the school should achieve and, as a result, progress of pupils currently at the school is good. Pupils' attainment is broadly average by the end of Year 6, and they are prepared well for the next stage of their education.
- Pupils make effective use of their knowledge of phonics (letters and the sounds they represent) to support them in their reading and writing. Almost all pupils achieve the expected level in the phonics awareness check at the end of Year 1. Those who do not have either recently arrived at the school or are pupils with SEND. Pupils read fluently and enjoy talking about their books.
- Most-able pupils are making more rapid progress than in the past. They complete work at the right level of difficulty in most lessons but do not consistently challenge themselves enough when choosing their own books to read.
- Disadvantaged pupils are making at least as much progress as their peers. There is no obvious difference between their work and that of non-disadvantaged pupils.

- Pupils at the early stages of learning to speak English make good progress and are supported well by teachers and other pupils. As a result, they are confident about trying out new words and are not afraid of making mistakes.
- Pupils with SEND have made less progress than other pupils historically. They are beginning to catch up now, but occasionally they rely too much on adult help rather than trying for themselves.
- Pupils make less progress in geography than in other areas of the curriculum. Leaders have identified this as an area for improvement and are in the process of improving provision in this subject.

Early years provision

Good

- There is good provision in the early years. Nursery children settle quickly into school routines and are happy and well behaved. Members of staff make good use of questioning to encourage children to talk about their learning. Children, including those at the early stage of learning to speak English, gain confidence and are keen to share their ideas with others.
- Children from various ability groups, including the disadvantaged, make good progress from their starting points. Members of staff work alongside groups and individuals and provide support as needed. There is a good emphasis on developing speech. Nursery children were able to talk about their experiences of train travel. They made comments such as: 'I was in a tunnel and it was dark.'
- Teachers provide some exciting activities that make children keen to learn. For example, when learning about the five senses, Reception Year children enjoyed feeling the hidden objects before writing down their guesses. Resources are clearly displayed and accessible for the children to make their own choices.
- Children are calm and work and play together amicably. They follow the teachers' instructions and are considerate about the needs of others. For example, in the Nursery, several children were concerned that one child had a headache and wanted to make him feel better.
- Members of staff ensure that children are learning in a safe environment. They work closely with parents and external agencies to ensure that children are kept safe, feel safe and know how to stay safe. For example, children know that: 'You have to be careful cutting.' Children's good progress and good behaviour prepare them well for starting school in Year 1.
- Leadership and management are effective and are ensuring that teaching, learning and attainment are continuing to improve. Children's learning is monitored carefully, and parents are involved in sharing assessment information. Parents speak positively about their relationship with the school. They make comments such as: 'Teachers are understanding and help children to settle in.'
- Occasionally, activities do not have a clear enough focus or extend learning well enough. When this happens, progress slows because children are unsure about what they are to learn.
- While children are keen to practise their writing, they do not consistently form their letters correctly. Teachers are not always picking this up to prevent bad habits from

forming.

School details

Unique reference number	143118
Local authority	Ealing
Inspection number	10088860

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	212
Appropriate authority	The governing body
Chair	Shirley Kenworthy Wright
Headteacher	Harinder Rana
Telephone number	020 8998 2479
Website	woodlands.ealing.sch.uk
Email address	office@woodlands.ealing.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school is smaller than an average-sized primary school. It converted to academy status in September 2016 and is sponsored by The Grand Union Multi-Academy Trust. The trust has oversight of one primary school and one secondary school in the area. Woodlands Academy is managed by a local governing body on behalf of the academy trust. The proportion of disadvantaged pupils is well above the national average. The proportion of pupils with SEND is also well above that found nationally. The school serves a diverse community, with pupils coming from a variety of different backgrounds. The proportion of pupils who speak English as an additional language is well above average. Most of the pupils at the early stage of speaking English are in the early years. A higher proportion of pupils than that found nationally join or leave the school at times other than the start of the academic year. The school runs a breakfast and after-school club for its pupils.

Information about this inspection

- The inspectors observed teaching and learning in all classes, mostly jointly with the headteacher or another senior leader.
- Discussions were held with leaders, pupils, other members of staff, the executive headteacher of the trust, a representative of the local authority and members of the governing body.
- Inspectors held informal discussions with several parents and scrutinised 41 responses to the Ofsted questionnaire Parent View.
- Pupils in Years 2 and 6 were heard reading, and samples of pupils' work from across the school were scrutinised.
- A range of information supplied by the school was checked, including the school's own information about how well pupils are doing, planning documents and checks on the quality of teaching. Inspectors also looked at the school development plan and records relating to behaviour, attendance and safeguarding.

Inspection team

Alison Cartlidge, lead inspector

Ofsted Inspector

Janice Howkins

Ofsted Inspector

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