

Inspection of a good school: Woodridge Primary School

Southover, North Finchley, London N12 7HE

Inspection dates:

16–17 October 2019

Outcome

Woodridge Primary School continues to be a good school.

What is it like to attend this school?

Pupils enjoy coming to Woodridge. They feel safe and cared for by adults. Staff know pupils well and know what is needed for them to flourish. Pupils appreciate that adults listen to what they have to say. Pupils are particularly proud of their school grounds and library.

There is a calm atmosphere around the school, and pupils' behaviour is positive. Pupils respond with maturity and commitment to the high expectations set by teachers. They work hard in class and live up to the school's values of 'responsibility, respect, honesty and kindness'. Many activities are on offer. Pupils like playing together. They understand the need to respect the opinions of others, even if these views do not match their own. They recognise that some of their friends face challenges and they treat them with kindness. Pupils said that adults will quickly sort out any squabbles they may have.

Leaders have provided pupils with skills to help keep themselves safe. Pupils have a thorough understanding of how to stay safe while online. They told me about the road safety training they have attended. Pupils each have an identified adult in school with whom they can share their concerns if the need arises.

What does the school do well and what does it need to do better?

Pupils enjoy learning a wide range of subjects. Leaders have designed an ambitious curriculum from the early years onwards. In most subjects, they know what they want pupils to learn.

Pupils learn to read well. Children start learning phonics in Reception as soon as they settle. Reading books are carefully selected so that children can practise the sounds they know. Children learn these sounds quickly. Any pupil who is falling behind is spotted and speedy support is put in place. Leaders ensure that pupils read with confidence before they start Year 3.

Teachers promote a love of reading in all subjects. Well-planned activities capture pupils'

interest in reading. It is a favourite part of school for many pupils. Older pupils have access to high-quality texts, which they enjoy reading.

Both the leadership and the teaching of mathematics are strong. Leaders have created precise plans. From Reception to Year 6, staff set exciting and challenging tasks for pupils. Pupils are interested in what teachers say, and listen to them well. Teachers check pupils' understanding in lessons and use this to plan the next stage of learning. Pupils achieve well in mathematics.

In most other subjects, including science, history, geography, art and physical education, the curriculum is well planned and organised. However, religious education (RE) is not planned with such precision. Information provided for teachers is short of detail. This, combined with limited training in this subject, leads to uncertainty about important knowledge. As a result, pupils do not learn the knowledge they should.

Disruption in lessons is rare because learning is carefully planned. Teachers know how to capture pupils' attention. Pupils say that they know how to improve their work because of teachers' clear explanations. Pupils are prepared well for the next stage of their education.

Pupils' education is not limited to academic subjects. Through the 'Wider Woodridge' programme, pupils enjoy wide-ranging activities. These include yoga, orienteering and photography. Pupils talked about the different clubs they enjoy, for example football, choir and chess. In addition, pupils love their school trips, such as a recent visit to London Zoo. Pupils develop their leadership skills through the school council and ambassador roles. They also run the Widerness Cafe for parents, carers and the local community.

Pupils with special educational needs and/or disabilities are helped to learn well. Leaders make sure that all pupils are included in every aspect of school life.

Leaders have created a culture where staff feel valued. Consideration is given to staff workload and well-being. Staff said that assessment systems are manageable and not overly burdensome. Teachers are keen to extend their subject expertise across all areas of the curriculum. Governors, leaders and staff work together closely for the benefit of every child.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make sure that the correct checks are made before staff start work at the school. Pupils said that they feel safe because their teachers look after them.

Staff have received training in safeguarding. They use this training to identify signs that indicate abuse or neglect. Clear procedures are in place for recording and passing on concerns. Leaders keep careful records of their safeguarding work. Staff are aware of their responsibilities. Senior leaders work in partnership with a range of external agencies to target support where it is most needed.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Planning in most subjects, including reading, mathematics and science, is thorough. However, in RE, it lacks important detail. Teachers do not have the knowledge or the training to teach this subject well. Consequently, pupils' knowledge in RE is not as strong as it is in other areas of the curriculum. Leaders should ensure that the RE programme of study is reviewed and revised to give greater detail about the knowledge to be taught and learned. They should also ensure that teachers are provided with the training needed for them to teach RE knowledgeably and with confidence.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good on 8–9 March 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	101298
Local authority	Barnet
Inspection number	10110474
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	208
Appropriate authority	The governing body
Chair of governing body	Louise Ross
Headteacher	Colin Dowland
Website	www.woodridgeprimaryschool.com
Date of previous inspection	8–9 March 2016

Information about this school

- The school is smaller than the average-sized primary school.
- The school has a breakfast club and an after-school club run by the governing body.

Information about this inspection

- During this inspection, I met with the headteacher and senior leaders.
- In order to explore the quality of education, I focused on three subjects: reading, mathematics and RE. This included meeting with the curriculum leaders for these subjects, visiting lessons, talking to pupils, listening to pupils read, speaking with teachers and looking at pupils' work.
- During breaktime and lunchtime, I observed pupils' behaviour and spoke to pupils informally.
- I spoke with staff about their workload and well-being. I also considered the responses to the school's staff survey conducted in July 2019.
- I met with a representative of the local authority and with four members of the governing body, including the chair of governors.
- I spoke to parents and considered responses to Parent View, Ofsted's online

questionnaire, and free-text responses from parents.

- I scrutinised a wide range of documentation in relation to safeguarding.

Inspection team

Carolyn Dickinson, lead inspector

Her Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates:
<http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019