

Inspection of an outstanding school: The Woodside Primary Academy

Wood Street, London E17 3JX

Inspection dates:

10 and 11 May 2023

Outcome

The Woodside Primary Academy continues to be an outstanding school.

What is it like to attend this school?

Pupils are extremely proud members of the school community and would recommend it to others. They are happy and safe and have many adults they can speak to if they are worried or upset. Lessons on healthy relationships and how to be safe start in the Nursery and are built on year on year.

The majority of parents and carers are overwhelmingly positive about the school. They appreciated the regular communication and approachability of staff and leaders. Parents have many opportunities to attend workshops and events within the school.

Staff expect the very best from pupils at all times. Behaviour in lessons and across the school is consistently calm.

Most pupils take part in the many extra-curricular activities that are on offer. These range from Spanish, sports, music and science clubs. Staff plan visits to strengthen the curriculum carefully but also to broaden the pupils' life experiences. Older pupils, for example, still fondly remember their visit to the beach from when they were in Reception.

All stakeholders commented on the strong community feel at the school, despite its large size and split sites.

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

Leaders have developed an exciting and ambitious curriculum in all subjects. They have made sure that it starts from the beginning of early years. This means that by Year 6, pupils have a deep knowledge and understanding of the curriculum. In some subjects, such as in modern foreign languages (MFL), leaders' curricular thinking exceeds national expectations.

Leaders and teachers have high ambitions for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils with SEND access the same learning as their peers because of suitably adjusted activities.

Leaders have thought carefully about what they teach and when. They build pupils' knowledge and understanding sequentially over time. In MFL, for example, when covering food, pupils in Years 3 to 6 learn the nouns, adjectives and vocabulary needed to write increasingly complex sentences.

There is a clear and consistent approach to the implementation of the curriculum. Teachers check pupils' past learning regularly. They often revisit important content with pupils. This helps to deepen their knowledge and understanding. In mathematics, for example, pupils in Year 3 used their knowledge of Roman numerals and fractions to tell the time accurately. In early years, staff expose children to different areas of learning in a range of purposeful ways.

Staff help pupils to remain focused and motivated in lessons. Pupils behave well around the school site and during playtimes. Teachers ensure they deal with behaviour consistently well which means there is little to no disruption in lessons.

Professional development is treated as a priority for leaders. They make sure this is bespoke for every member of staff. Subject leaders and, as a consequence, teachers have excellent subject knowledge. In lessons, they present information clearly. They check the understanding of pupils consistently well during lessons. If they identify any gaps or misconceptions, these are addressed swiftly.

Leaders have made reading the top priority. All staff teach phonics consistently well. Teachers help to challenge all pupils with reading. They support those who need extra help, including through regular catch-up sessions. This helps to make sure that pupils quickly catch up with their peers. Pupils are supported to read books that match their phonics knowledge closely. Teachers across the school promote a passion for reading.

Staff felt highly supported by leaders. They find workload manageable and are proud to work at the school. The governing body and trustees hold leaders to account while remaining supportive.

Safeguarding

The arrangements for safeguarding are effective.

Leaders know their pupils and families well. They are acutely aware of the local context and any challenges pupils may face. Leaders have rigorous systems in place so that staff can report concerns. These are always dealt with urgently. There is a strong culture of vigilance among all staff. They understand their statutory rights and how to follow school procedures.

Leaders work very closely with external agencies. This means that families receive the very best and timely help. Leaders have put in place extremely thorough procedures to deal with any concerns.

Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be outstanding in July 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 information from Ofsted Parent View 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.

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	139016
Local authority	London Borough of Waltham Forest
Inspection number	10227111
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	1,230
Appropriate authority	Board of trustees
Chair of governing body	Ryan Allan
Headteacher	Shane Tewes
Website	www.woodsideprimaryacademy.com
Dates of previous inspection	12 and 13 July 2016, under section 5 of the Education Act 2005

Information about this school

- This is a larger-than-average primary school.
- The school has a provision for two- to three-year-olds.
- This school does not currently use alternate provision for any of its pupils.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with senior leaders. They met with members of the governing body, including the chair, and members of the trust.
- Inspectors met pupils to understand their views about the school.
- Inspectors did deep dives in the following subjects: early reading, mathematics, MFL, and design and technology. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons with senior leaders, met with teachers,

spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also considered the curriculum in other subjects.

- Inspectors considered the behaviour of pupils during lesson visits and around the school. They observed pupils as they arrived at school in the morning. They looked at behaviour and bullying records and leaders' analysis of these.
- Inspectors considered the effectiveness of safeguarding through discussions with leaders, teachers and support staff. They looked at records relating to safeguarding, including pre-employment checks.
- Inspectors spoke to staff about their workload and well-being. They considered the views of staff, pupils and parents, including responses to Ofsted's online surveys.
- Inspectors considered a wide range of documentation provided by the school.

Inspection team

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