

# Woodridge Primary School

## Inspection report

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<b>Unique Reference Number</b>	101298
<b>Local Authority</b>	Barnet
<b>Inspection number</b>	307646
<b>Inspection dates</b>	18–19 June 2008
<b>Reporting inspector</b>	Sheila Nolan

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	205
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs R Caplan
<b>Headteacher</b>	Mrs M Shaw
<b>Date of previous school inspection</b>	7 June 2004
<b>School address</b>	Southover North Finchley London N12 7HE
<b>Telephone number</b>	020 8445 5478
<b>Fax number</b>	020 8343 8614

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<b>Age group</b>	4–11
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Woodridge is popular with families who live locally and is oversubscribed. More pupils than is typical nationally are from a wide range of ethnic backgrounds. Just over a third, higher than average, has a home language other than English, a few of whom are at the early stages of learning the language. The proportion of pupils eligible for a free school meal is very low and that of pupils with specific learning difficulties and other complex needs is also lower than average. Increasing numbers of pupils join or leave the school at other than standard times.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

Woodridge is a good school. The support of parents in their children's education is a major factor in their success. Echoing the views of many parents, one wrote, 'we made the right choice for our child'. Pupils, too, are pleased about what the school offers and, as they said, enjoy 'the friendliness' they find there.

From a broadly average starting point in the Reception Year, pupils make good progress and by the end of Year 6 reach above average standards in English and mathematics. Standards in science have risen to match these and able pupils are now achieving well. Both are improvements since the last inspection. By the end of Year 2, standards in writing are average, again an improvement since the last inspection, but not yet as high as the above average standards pupils reach in reading and mathematics. Pupils with specific learning difficulties and medical needs also do well as they grow in confidence, as do those at the early stages of learning English. This is because of the very good personal care and support and sound academic guidance each child receives. Pupils develop a positive approach to learning in their Reception Year and this serves them well as they go through the school. They engage well with the interesting and good curriculum with its themed weeks and events that enables them to apply their learning, particularly their basic skills, in practical situations.

A real strength of the Woodridge community is the way it promotes harmonious relationships. All pupils thrive in the calm, safe environment. Pupils' personal development is good as is their spiritual, moral, social and cultural development. They value their racial and cultural diversity, celebrating their many different traditions. The overwhelming majority of pupils enjoy school, behave well and attend regularly. Most pupils have a good understanding of healthy eating and are proud of their knowledge of how exercise supports their 'core fitness'. They participate enthusiastically in physical activities at break and after school. Many make a difference to others through the school council, as lunchtime and librarian helpers, and through charity fundraising. Through their good personal development and good academic progress, pupils prepare well for their education and economic well-being.

Good leadership and management are reflected in the significant improvements since the last inspection, including those in the now good teaching and learning. These improvements, together with accurate self-evaluation, demonstrate clearly the school's good capacity to improve further. The school has rightly identified that although teachers regularly check pupils' progress, they need to provide better written feedback on class and homework in some subjects and year groups. Systems for recording information on pupils' performance are not well co-ordinated across the school. As a result, swift analysis of whole-school trends is sometimes difficult and hinders the effectiveness of how data are used to identify where interventions are needed.

## Effectiveness of the Foundation Stage

### Grade: 2

Children make a good start in the well-managed Reception Year. They join the school with skills that are broadly in line with those expected for their age although some have little fluency in English. Children develop positive attitudes to learning and improved social skills because of effective methods to induct them into school life. Teaching and support staff collaborate very successfully to provide a stimulating curriculum and indoor environment that encourages

children to develop independence. This was very evident in their search for letter sounds in a literacy session. However, because the outdoor provision currently lacks shelter, children's choice of outdoor activities is sometimes limited. Children make good progress in all areas of learning because of good teaching and regular checks on their learning. Records show that the majority of children are working securely within the learning goals expected for their age at the end of the year. They achieve best in their creative development and in their knowledge and understanding of the world because the school has made these a particular focus. Because some are still consolidating their English language skills, children achieve less well in communication and language development.

### **What the school should do to improve further**

- Raise standards in writing to match those in reading and mathematics at the end of Year 2.
- Improve the quality of marking so that it matches the best in all areas.
- Coordinate fully the way information on pupils' performance is recorded and analysed.

## **Achievement and standards**

### **Grade: 2**

Although pupils begin Year 1 with slightly above average standards in most areas, some still lack fluency in English. By the end of Year 2, they do well, particularly in reading and mathematics with around half of the pupils regularly reaching the highest available levels. Boys appear less successful in writing, than girls. This is partly because more boys than girls are at the early stages of acquiring English and more joined the school outside of the normal times.

All groups of pupils make good progress as they move through the school. For two years running, standards in English and mathematics have been above average by Year 6. Science test results also rose last year because of the school's emphasis on scientific enquiry and investigative skills. Able pupils achieved especially well in all three subjects with double the expected proportion gaining the highest levels. Those at the early stages of English make rapid gains in fluency as the result of good individual attention. The few pupils with complex medical needs and specific learning difficulties successfully achieve their personal targets, supported effectively within the school's inclusive environment. The school's records demonstrate that these positive trends are set to continue in 2008, particularly for those pupils who have been at the school from the Reception to Year 6.

## **Personal development and well-being**

### **Grade: 2**

The personal development and well-being of the pupils are good. Pupils enjoy school, attend regularly, and have positive attitudes to learning. Pupils know how to stay safe and always have an adult to turn to if they have a problem. As one commented, 'The school is a real community where everyone knows and cares for each other'. Pupils appreciate the importance of staying healthy and high numbers take part in sports and physical activities, reflecting their strong commitment to fitness. They know how to choose healthy lunches and are aware of the benefits of a healthy diet. Through the school council, pupils have an increasingly influential voice in the school's running. They like taking responsibility and are proud of their participation in the appointment of the new deputy headteacher. Pupils also make a good contribution to the wider community through a range of activities, including fund raising and charity events. Their spiritual, moral, social and cultural development is good and is reflected in the mutual respect between pupils and between staff and pupils. Pupils' prepare well for the next stage of their

education through well-managed transition procedures and through their good progress in basic skills. Although pupils understand the 'golden rules' for good behaviour and behave well, a few are too boisterous at break or find it difficult to sit still and listen in class.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Pupils learn well because of the good and often exciting, well-planned teaching. Warm working relationships support learning effectively at Woodridge. Pupils are confident to ask for help when necessary but are also prepared to seek independently for solutions to questions. Teaching assistants support pupils well, particularly those with complex medical needs. Recent training has developed teachers' use of information and communications technology (ICT) and this is often used creatively to engage pupils' interests. This was clearly evident in a Year 2 investigation on 'fruit and vegetables'. In a few classes, written feedback to pupils does not provide clear enough guidance on how they can improve their work, despite the increasing use of success indicators by most teachers.

### **Curriculum and other activities**

#### **Grade: 2**

The well-planned curriculum is carefully orchestrated to take account of the needs of all groups of pupils, including those with specific learning difficulties. The topic-based approach allows all pupils to be fully included in learning activities. Themed projects such as 'Around the World' art and '999' weeks, for example, add richness to different areas of learning. These allow pupils to experience work-related activities as well as visits and visitors. A range of sports led by specialist coaches contributes very well to pupils' positive attitudes to keeping fit and healthy. A strength of the curriculum is the opportunity to study Spanish in the timetable and French out of hours. There are some extensions to the school day, including clubs, but parents and pupils are rightly concerned that there should be more.

### **Care, guidance and support**

#### **Grade: 2**

Personal guidance is good. New pupils settle quickly and happily into the school throughout the year because of good induction procedures. Those with specific learning difficulties and medical needs are nurtured very well in the safe school environment. The school works effectively with outside agencies to find the best support for these pupils. Academic guidance is satisfactory and improving. Most pupils now know their targets but are sometimes less clear as to what they need to do in order to progress to the next level. The school rightly recognises that progress towards individual targets are not yet always addressed fully in written feedback to pupils. This information does not always feed systematically enough into whole school checks on progress.

## **Leadership and management**

#### **Grade: 2**

For over two years, significant staffing challenges left the senior team under-strength and sometimes over stretched in managing too wide a range of responsibilities. Despite these

difficulties, the headteacher's committed leadership, now very ably supported by the recently appointed deputy, has encouraged a strong sense of purpose and unity among staff. Because of this, the school has made significant improvements since the last inspection. Recent national test results demonstrate improvements in science and in the performance of the more able pupils. Classroom practice is monitored more rigorously than at the last inspection and training opportunities are well targeted to address identified weaknesses. Middle leaders have gained in confidence in managing their accountabilities although there is still unevenness in their management skills. Most importantly, the ways teachers record and use information on pupils' performance to assess learning accurately are inconsistent. Governance is good. Governors and senior staff work closely together in the self-review process. The school's appraisal of its work provides a clear and accurate identification of areas for improvement, including the recognition that pupils' writing should be better in some years.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

30 June 2008

Dear Pupils

Inspection of Woodridge Primary School, London, N12 7HE

Thank you very much for your friendly welcome when we visited your school recently. We really enjoyed your company. We were also very pleased to hear how much you enjoyed school and to see how well many of you worked in lessons.

We think you go to a good school that not only helps you to learn successfully, but also looks after you well. We think it gives you a really good start, particularly in English, mathematics and science. We were impressed by the way you work well together. It is a pity, however, that a few of you appear to find it difficult to listen attentively, even in very exciting lessons.

There are many things that are special about your school. We would like to single out your teachers and helpers who encourage and support you both in lessons, at breaks, and in the interesting lunchtime games. You say grown-ups listen to your ideas and they are always willing to help if you have a problem. It is really good that you help each other through your work as monitors. You enjoy the opportunities from the themed weeks, particularly the visitors such as the fire brigade. Most of you know about healthy eating and try most of the time to make sensible choices.

Before we left, we talked to your teachers about how the school could do even better. They told us that they will make sure that you all benefit from the best possible feedback on your work. Teachers will try even harder to ensure that by Year 2, your success in writing matches that in reading and in mathematics. We also asked that the school better co-ordinate the good information they have on your progress.

The few of you who appear to be bored even when involved in interesting activities could show more interest in the opportunities provided.

We would like to wish you and your school every success for the future and are sure that the vast majority of you will continue to cooperate fully with your teachers.

Yours sincerely

Sheila Nolan

Lead Inspector