

The Woodside Primary Academy

Wood Street, Walthamstow, London E17 3JX

Inspection dates	12–13 July 2016
Overall effectiveness	Outstanding
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Early years provision	Outstanding
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is an outstanding school

- Pupils make outstanding progress from a low base to achieve standards that are in line with or above the national averages.
- This substantial progress resulted in the school's key stage 2 outcomes being in the top 1% of all mainstream primary schools nationally in 2015.
- Children in Reception make strong progress to develop skills that are broadly in line with those typically found for their age.
- The headteacher's outstanding leadership and pursuit of excellence have contributed to the school developing and sustaining outstanding progress. This has been effectively supported by the headship team of the school.
- The headteacher has the very able support of the senior leaders and the governing body. They have a very good understanding of the school's work and contribute very well to maintaining the outstanding teaching and progress since 2014.
- Across the three phases, the vast majority of children and pupils show determination to achieve very well. They become deeply engrossed in their learning and rarely waver.
- Over time, the quality of teaching is outstanding. Teachers challenge pupils to apply their skills accurately. They use a rich range of resources to develop pupils' learning and interests.
- Monitoring is thoroughly analysed to ensure that pupils are achieving well. However, the current assessment system does not extend to other subjects beyond English and mathematics.
- Personal development, behaviour and pupils' welfare is outstanding. Pupils have confidence in the staff and feel very safe under their protection.
- The school's curriculum meets pupils' needs very well. It reflects national requirements and draws on the richness and diversity of the school population. The curriculum is used to transform the lives of pupils, and further work is planned to make the school a community hub that raises aspirations.

Full report

What does the school need to do to improve further?

- Ensure that the assessment system is finalised and used across all subjects in the school to sustain improvement.
- Ensure that plans to expand the school's work to accelerate learning are developed by creating the community hub to increase links with families, businesses and the wider community.

Inspection judgements

Effectiveness of leadership and management is outstanding

- The leadership and management of the school is highly effective. Following the last inspection, rapid and considerable changes were made that have had a direct impact on the running and success of the school. Under the direction of the headteacher, and other leaders including the governing body, an ambitious vision of high expectations was introduced. The leadership team maintains a continuous focus on improving the quality of teaching and accelerating pupils' progress. This has led to an increase in the rates of progress that pupils make each year. As a result, the school is very well placed to develop further.
- The senior leadership team is well structured and ensures that the school runs smoothly. Leaders at all levels make a major contribution to moving the school forward through using wide-ranging systems to hold staff to account for pupils' progress. Senior leaders check on pupils' progress regularly by closely analysing assessment information and questioning teachers about their progress. They make sure that every group has equal opportunities to achieve well. The assessment system is very thoroughly implemented in mathematics and English; however, it does not extend to other subjects taught.
- Succession planning is well-considered. The headteacher spots and nurtures talents, enabling future leaders to develop their skills for the wider benefit of the school. Newly qualified teachers are very well supported and appreciate the mentoring from experienced teachers. This inclusive and forward-looking school plans to make the school a community hub, focused on training, eradicating worklessness and raising aspirations. Plans are expected to be rolled out at the start of September 2016.
- Senior and middle leaders check the quality of teaching and learning regularly. They use evidence from focused observation of lessons, scrutiny of pupils' books and discussions with pupils about their work to provide feedback. This is sharply focused on specific aspects of teaching and learning to enable staff to know how they can improve. There is very good additional training for staff and intensive one-to-one support within the school and through the REAch2 Trust. The headteacher and governing body have not evaded giving tough messages when teaching falls below expectations and support fails. Consequently, during the first year of the new school being opened, the staff turnover was high. Staff understand the message that only the best teaching counts.
- The curriculum provides pupils with an array of subjects that enables them to develop their literacy and numeracy skills while delving into subjects linked to themes. For example, the topic 'water' enabled pupils to retrieve historical information about the Titanic, while in science they investigated sea life and the oceans. Much of this work was linked to literature and music. Teachers consult pupils about the curriculum. This enables pupils to have a sense of engagement and ownership.
- The quality of pupils' work in design and technology and art is excellent, as are the opportunities for them to learn a musical instrument and take part in concerts. The curriculum is underpinned by British values, which are linked to the outstanding provision for pupils' spiritual, moral, social and cultural development, and the school's values and aims. Themed weeks, including 'fundamental British values week', are very well planned and support local contexts such as rail safety. The wide range of activities provided beyond lessons, through enrichment activities and educational visits, is very good. Plentiful opportunities are given for pupils to begin learning about careers opportunities through links with local businesses. Extensive enrichment activities, including a recent visit to Paris and listening to a range of visitors address different topics, broaden pupils' experiences of others' lives.
- The pupil premium funding is used exceptionally well to increase the progress rates of those eligible for the funding. It is justly used to award scholarships to nurture pupils' musical and sporting skills. Additionally, it enables pupils to gain access to enrichment activities. Similarly, the sports premium is used appropriately to extend provision in physical education. Further activities are planned for the start of the new academic year when over one third of pupils, parents and others per term will take part in Friday enrichment afternoons. The regional REAch2 Trust provides very good support to the school and has an accurate insight of its effectiveness. Regular reviews, training, opportunities for staff to develop moderation skills and take part in regional inspections, contribute to developing leadership skills, and teaching and learning.
- **The governance of the school**
 - The governing body is well informed and its members make an excellent contribution to the school's development.
 - Governors have a thorough knowledge of the school's work; in particular, information on safeguarding and what assessment information says about pupils' progress, their attendance and behaviour. They track the progress of different groups of pupils and have a very good understanding of how different

groups perform, such as disadvantaged pupils and the most able.

- Governors visit the school often and seek to verify information given to them through audits, external reviews and moderations carried out by the local authority and REAch2. They also have a clear overview of teaching and say that there is 'zero-tolerance if teaching is inadequate'.
- Governors have a good understanding of teachers' appraisal and ensure that procedures are followed and fairly applied.
- Governors have a clear vision about the plan to transform the school into a community hub and the benefits expected for pupils, families and the wider community.
- The arrangements for safeguarding are effective. The school is alert and its approach to safeguarding and protecting children and pupils is thorough. Leaders ensure that staff are kept abreast of national and local priorities. Concerns, when they arise, are not avoided. Staff liaise closely with external agencies and families, and ensure that no pupil is at risk of harm. Careful checks make sure that children are kept safe.

Quality of teaching, learning and assessment is outstanding

- Overall, the quality of teaching, learning and assessment is outstanding. High-quality work in pupils' books, observations of lessons combined with pupils' enthusiasm for learning and their rates of progress confirm that teaching is outstanding over time.
- High expectations of work and behaviour are the norm and across the different phases teaching is energetic and intense. Despite the high staff turnover in the first year, the quality of teaching has remained strong.
- Teachers use excellent subject knowledge very well to deepen pupils' thinking through using open-ended questions, and giving them opportunities to discuss in pairs and during whole-class teaching. This works well for pupils because teachers' timely interventions enable them to pick up misconceptions, reassess learning and identify gaps in pupils' knowledge. This is done very well in English and mathematics, where the assessment system is comprehensive compared with other subjects taught.
- Teamwork is a particular strength of the school's work which enables all pupils to have equal access to well-planned and purposeful resources, and high-quality teaching that challenges pupils' thinking. This was well illustrated in the top set Year 6 mathematics lesson. Excellent subject knowledge enabled pupils in the top set to grapple with increasingly difficult problem-solving sums on Pythagoras' formula while pupils in the lower set demonstrated similar learning traits when calculating problem-solving tasks on measurements.
- The system of setting pupils work in mathematics and English ensures that, in the main, work is set to meet the needs of different groups. Pupils in the most able groups say that they are challenged well. However, a few pupils with special educational needs in Year 2 are not always pushed enough.
- Very good use of additional teachers and specialist staff, including teaching assistants, keeps those pupils requiring additional support focused on their work. They instruct, explain and question pupils closely to make sure they understand and can do the work without constant supervision. Pupils constantly rise to these challenges.
- Classrooms are a hive of activity which involves pupils working calmly and diligently. The rich language environment provides pupils with reference points to check key points.
- English and mathematics are very well taught to pupils, including pupils at the early stage of learning English. For example, well-structured guided reading sessions, as seen in Year 4, enable pupils to focus on vocabulary, reading for meaning and interpreting the author's intention and use of language.

Personal development, behaviour and welfare is outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils have extremely good attitudes to their school and are confident, articulate and ambitious learners. They are happy and contented, and readily explain the seven life values which they hold dear and link to fundamental British values. They build very good relationships with each other, showing respect and understanding of different cultural and religious values, and other features. For example, they embrace pupils with specific learning and behavioural needs who are very well integrated in mainstream lessons.
- Relationships between pupils are very good, as they are with teachers and other adults working in the school. This very positive attitude creates a safe learning environment.

- Pupils respond to all that the school offers and rise to the challenges set for them to achieve very well. They persevere with work. The key words that they often repeat and believe in are, 'I am determined...' Their personal development is exceptionally good because, in the main, most have a positive outlook. This is shown in the learning and parliament councils. Representatives on these councils are forthright when expressing the views of other pupils in the school. Both councils see themselves as change agents working alongside teachers and making proposals to develop their learning. For example, representatives from key stage 1 worked with teachers to make sure that learning can be fun and pupils can access tricky questions.
- Attendance in the current academic year is better than in 2015. It is slightly below average and improving. The school has a comprehensive range of strategies to improve attendance and these are having an impact on the groups of vulnerable pupils. Persistent absence fell sharply by over 50%. Religious holidays and medical illnesses, particularly in Reception, have affected attendance

Behaviour

- The behaviour of pupils is outstanding.
- Pupils have a clear sense of right and wrong and conduct themselves in an orderly way as they move around the school and in lessons. They exercise self-discipline, and are responsive to the cues used during lessons and before they enter their classrooms. Outstanding attitudes and behaviour mean that pupils arrive ready to begin working. They do not waste time in lessons and all, including children in the Reception Year, keep to the known routines.
- Pupils are clear about systems for behaviour management and strive to keep to the rules, which hold many rewards for their house teams. They understand how to keep safe and feel secure in their school based on work covered in the curriculum and coverage of topics in assemblies. They are confident that they can turn to a member of staff if they have worries. Healthy lifestyles are promoted across the curriculum and in the range of sporting activities.
- Inappropriate behaviour is unusual, and there are very few fixed-term exclusions. When these occur, most pupils are successfully reintegrated. Behaviour plans confirm that pupils with behavioural difficulties receive good-quality support. The school has not had any permanent exclusions over the last three academic years.
- Pupils are knowledgeable about different types of bullying and are confident that they can go to an adult for support and use the feelings box to let teachers know they have concerns. Most parents support their children's view that bullying is not tolerated and is dealt with quickly.

Outcomes for pupils

are outstanding

- Pupils performed exceptionally well in the key stage 2 national tests between 2014 and 2015. Their excellent progress reinforces the senior leaders' view, and that of pupils, that if they are determined they can achieve very well. Children enter each phase from significantly below average starting points but make substantial progress as they move through each key stage, particularly in key stage 2.
- Standards achieved in 2013 and 2014 have risen each year in both key stages 1 and 2, particularly in mathematics, with the majority of pupils in key stage 2 exceeding the rates of progress expected. Children's achievement in the Reception classes has also risen each year. Provisionally, the percentage of children achieving a good level of development in 2016 shows that the majority are now making the progress expected. Outcomes for pupils in the phonics (letters and the sounds they make) screening checks have remained well above the national average over the last three years.
- In 2015, disadvantaged pupils in key stage 2 achieved above the average expected nationally in reading, writing, grammar, punctuation and spelling – with most making better than expected progress. Their outcomes were above that of other pupils in the school and exceeded by far that of similar groups nationally. The very few children looked after performed exceptionally well. Currently, the provisional test results show that they have sustained standards above the provisional outcomes nationally. The attainment gap between disadvantaged pupils at key stage 2 and other pupils in the school is marginal. It is, however, wider at key stage 1, yet closing well. Work with additional teachers, an art therapist, learning mentors and pastoral leader as well as good engagement with families, enables pupils to make rapid progress.
- The most able pupils, which includes many pupils from the disadvantaged group, achieved above the standard expected nationally in all subjects in the 2015 national tests. Work in their books confirms that they are performing very well in all subjects, and relish being challenged.
- Whereas pupils who have special educational needs and/or disabilities made rapid progress in all areas of their work in 2015, the very few who have a statement of special educational needs or an education, health and care plan did not achieve well. This was because they have specific learning needs and all went onto

special schools at the end of Year 6. Currently, with the exception of Year 2 pupils who are making slightly slower progress, assessment information shows that in all year groups, their progress is in line with other pupils in the school, and occasionally very good support and strong leadership enables them to make rapid progress.

- Pupils from the diverse range of ethnic groups performed extremely well. In Year 1, the very large majority of groups achieved well-above average scores in the phonics screening check, with one third of all groups achieving perfect scores. Most groups exceeded the progress expected nationally. Virtually all groups, including disadvantaged pupils, made exceptionally good progress. Currently, regardless of the ethnicity of pupils, the very large majority are continuing to make rapid progress.

Early years provision

is outstanding

- Children enter vibrant and exciting learning environments, indoors and outdoors, that reflect all areas of learning. Without exception, every learning area provides children with excellent opportunities to develop and increase a wide range of skills. Their practical experience of early writing, developing their control when constructing, climbing, holding and balancing their bodies contribute to them knowing how to hold and position pencils or pens and other tools accurately.
- Children's grasp of numbers, their vocabulary and understanding of other areas of learning, develop rapidly through spending quality time in the different curriculum zones. There, they explore and experiment with water, musical instruments, reading books, taking part in role play, using information technology and being in the garden where they find out about the natural world. Children become inquisitive and staff encourage them to roam, commenting on what they are doing and learning.
- When children join the school, a few have the skills that are typical for their age. In all areas, the skills of other children are well below those expected for their age. Towards the end of the first term, when they are formally assessed, an increasing minority show that they have made rapid progress and the skills used reflect those typical for their age.
- Children make at least good progress with the majority making rapid progress. This includes children who enter the phase speaking little or no English. They quickly develop their knowledge of English because of the many opportunities provided for them to practise their listening, speaking, reading and writing skills. Outcomes in all areas of learning show an increasing percentage of children achieving a good level of development, up from 45% in 2013, to 68% in the provisional, and moderated, outcomes in 2016.
- Teachers and other staff working with children foster their independence and enable them to demonstrate resilience, and take control of their behaviour and learning. This is because ambitious targets are set and expectations are high. The strategically astute and outstanding leader of this phase ensures that monitoring is rigorous and sessions are carefully planned.
- Assessments are accurate and based on secure evidence and quality observations that are carefully annotated. These show what children can do, understand and know.
- Strong partnerships with parents, including family Thursdays and Fridays, provide a strong focus on improving the home learning environment for children.
- Strong and effective teaching of phonics leads to children reading and writing within a short time. The well-organised classrooms enable all to show how well they can spell common words accurately, as well as more complex words such as 'aquiran' (aquarium). Children's appetite for showing how well they have mastered basic literacy and numeracy skills is well illustrated in learning zones. For example, children used role play well in an airport zone. There, they prepared their passport for their flight, including their name, and the place to which they were travelling before entering the simulated airport, as pilots or travellers.
- Working walls in classrooms illustrate how well the most able can write accurately and sequence ideas using a story. Their work illustrates rapid progress over time.
- Children work very well together; they understand and keep to established routines when moving and working in classrooms or outside. Safeguarding is effective and children know how to keep themselves safe.

School details

Unique reference number	139016
Local authority	Walthamstow
Inspection number	10011888

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

Type of school	Primary
School category	Academy
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	985
Appropriate authority	The governing body
Chair	Sue Herrington
Headteacher	Shane Tewes
Telephone number	020 8520 5168
Website	woodsideprimaryacademy.com
Email address	school@woodside.waltham.sch.uk
Date of previous inspection	24–25 April 2014

Information about this school

- This school is very much larger than the average-sized primary school and is spread over two sites, which are within a short walking distance of each other.
- The school makes full-time provision for 70 children in Nursery; all attend part time, five half-days each week. About 50% of those attending the Nursery transfer to the four Reception classes in the school.
- The proportion of pupils receiving special educational needs support is above average while the proportion who have a statement of special educational needs or an education, health and care plan is high.
- The proportion of pupils known to be eligible for the pupil premium, the additional government funding, is above average. The funding is used to provide additional support for pupils eligible for free school meals or looked after by the local authority.
- A high proportion of pupils speak an additional language other than English.
- The proportion of children and pupils who are from a minority ethnic groups is high. The main groups of pupils are from 'Any other White background', pupils from Pakistani and African heritages.
- Outcomes in the 2015 national test results show that the school met the government's floor standards, which were the minimum expectations for pupils' attainment and progress. The unvalidated 2016 results show that the percentage of pupils achieving the expected standard was above the national average.
- The school meets requirements on the publication of specified information on its website.
- The school runs a breakfast club and after-school club.
- The school is part of the REAch2 Trust which is the main governing body with legal and strategic responsibilities for all REAch2 schools. The local governing body focuses on the day-to-day responsibilities of the school.

Information about this inspection

- Inspectors observed a range of learning activities, which included 30 visits to part lessons with senior leaders.
- Meetings were held with the headteacher, senior and middle leaders, other staff, the chair and two other members of the governing body, and two representatives from Raising Educational Achievement for Children Trust (REAch2). Discussions were held with five groups of pupils.
- The inspectors observed the school's work and looked at a range of documentation. This included the following: the school's self-evaluation and development plan; information on REAch2; assessment records of the performance and progress of children and pupils; records of performance management; information on evaluation of teaching and learning; information on systems used to protect and safeguard children and pupils at the school; and minutes of the governing body meetings.
- The inspectors took account of the 23 responses to the online Ofsted Parent View questionnaire, as well as the 37 free text responses. Consideration was also given to a recent Parent View survey conducted by the school with 299 parents. Inspectors also approached a large number of parents when dropping off or picking up their children at school on both days of the inspection.

Inspection team

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