

Inspection of a good school: Woodgrange Infant School

Sebert Road, London E7 0NJ

Inspection dates:

20–21 November 2019

Outcome

Woodgrange Infant School continues to be a good school.

What is it like to attend this school?

Pupils of all ages are happy and enjoy being at school. They work and play calmly with others and are kind to their friends. They use their 'learning power' characters to help them to be better learners. For example, 'go for it gorilla' reminds them to always give new things a try and 'tough tortoise' teaches them how to keep trying even when work is difficult. As a result, they are confident and not afraid to make mistakes.

This is a caring school. Staff see every child as an individual who needs to be understood and listened to. Pupils said that behaviour is good most of the time and that staff teach them how to get along. They are well supervised during break and lunchtimes. Pupils know they can go to an adult if they have any concerns and these are sorted out quickly. All staff work together to make sure that pupils are safe.

Staff have high expectations of pupils, so they learn well. Pupils know what their teachers want them to accomplish in each lesson and want to please them by doing well. Pupils are very motivated and achieve well in lessons.

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

Leaders introduced a new curriculum two years ago. Each term, pupils study a new topic that helps them learn about themselves and their environment. There is a strong focus on reading, communication and learning through play. Staff prioritise supporting pupils' communication and language. This makes sure that all pupils, particularly those with special educational needs and/or disabilities (SEND), are included and enjoy learning.

Pupils said their teachers make every subject fun and that all subjects are important. In every subject they are able to do practical work, talk and work with their friends. For example, in geography they were learning about how to get to different places of interest in their local area. Pupils went on a school trip and returned to school to draw maps of their journey. Pupils in Reception were excited to make chalk drawings together in the playground, while groups of Year 1 pupils made a 3D diagram and programmed small robots to recreate their school journey.

Teachers build on what pupils have learned previously. They plan activities and school trips carefully. This helps pupils to remember what they have learned. For example, Year 2 pupils learn about space through their class text 'Bob the Man on the Moon', science and in design technology by designing and creating a model spaceship fit for travelling to space. They also visited the Royal Observatory in Greenwich.

Pupils enjoy playing and exploring outdoors. They learn about nature and caring for living things and the environment. They are able to practise this, for example by taking care of the school's chickens which they have grown since they hatched. This is one of their favourite activities at school.

The headteacher has put reading at the centre of the school's work. Teachers are confident in teaching phonics and do so well. The daily sessions are complemented by 'catch-up' for those needing more practice. Class books are chosen to give pupils a good understanding of the world around them. Parents said that their children enjoy reading and chose books themselves. Teachers offer families support with their reading. Pupils who are falling behind are given support to catch up as soon as possible. Some older pupils are confident with the sounds taught daily. They would benefit from extending their learning.

Staff manage pupils' behaviour positively. They give children an opportunity to learn from their mistakes and praise them when they behave well. As a result, major behaviour incidents are rare. Around the school and in the playground, pupils are polite to staff and know how to share and take turns. In classrooms, pupils work well on their own because they are given clear instructions and activities that interest them. During carpet time most pupils are able to concentrate and listen to the class teacher. However, there is some low-level disruption caused by a few pupils. When teachers see this behaviour, they take steps to get these pupils involved in the lesson.

Parents and carers are very positive about the school. They appreciate that leaders have put in place the Healthy School Streets pilot. A typical view expressed through Parent View is: 'My child is always happy to go to school. He is very stimulated by what he is learning and enthusiastic about exploring new things.'

The headteacher and governors make sure that staff are well supported. Staff morale is high. They feel valued and leaders protect them from excessive workload. Staff share responsibility for helping the school to improve.

Safeguarding

The arrangements for safeguarding are effective.

Staff know their pupils well. Leaders have created a caring ethos. Staff are alert for any signs that may mean a pupil is worried. Pupils told us that they learn how to keep safe. For example, they were firm in saying that it is not safe to share personal information online. Leaders work well with external agencies. As a result, pupils and their families get the help they need.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- By the time pupils get to Year 2, they all continue to receive regular phonics lessons. For those who are competent readers this can be too repetitive, with insufficient new learning to enable them to make progress. Leaders should continue their plans to review the system to identify the most able readers and map out their next steps. This will ensure that they benefit from new learning opportunities and continue to make progress in their reading.
- Some pupils find it difficult to listen and pay attention for extended periods of time. This means that they become distracted and at times this affects the learning of other pupils. Leaders need to review and evaluate the causes of this behaviour and develop a strategy to support these pupils to improve.

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 second section 8 inspection since we judged the school to be good on 9–10 May 2011.

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're 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	102722
Local authority	Newham
Inspection number	10110444
Type of school	Infant
School category	Community
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	402
Appropriate authority	The governing body
Chair of governing body	Anne Asfaw
Headteacher	Sarah Soyler
Website	www.woodgrange.newham.sch.uk
Date of previous inspection	19 January 2016

Information about this school

- In the early years, children attend Reception class full time and Nursery part time.
- The school runs after-school clubs.

Information about this inspection

- During the inspection I met with the chair of the governing body and leaders of the school.
- I found out about the school's curriculum, how it is implemented and its impact.
- I did deep dives in the following subjects: reading, science and geography. This involved speaking to subject leaders, the early years leader, teachers and pupils. I also visited lessons and looked at pupils' work and leaders' planning.
- I looked at checks made on staff prior to them starting work at the school and looked at safeguarding records. I spoke to teachers and pupils about keeping safe. I also held a meeting with the school's designated safeguarding lead.
- I considered the responses to Ofsted's online questionnaires, completed by 12 members of staff and 81 parents.

Inspection team

Karla Martin-Theodore, lead inspector

Ofsted Inspector

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