

Inspection of Woodberry Down Community Primary School

Woodberry Grove, Finsbury Park, London N4 1SY

Inspection dates: 5 and 6 December 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Outstanding

This school was last inspected under section 5 of the Education Act 2005 11 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements in this report are based on the current inspection framework and reflect changes that may have happened at any point since the last graded inspection.

What is it like to attend this school?

Pupils at Woodberry Down readily demonstrate the school's values of collaboration, creativity, focus, kindness and responsibility. There is a strong sense of community. Pupils are confident, articulate and well-behaved. Leaders have created an environment where pupils try their best. They work hard and produce work of good quality in different subjects. Pupils are proud of their school and the exciting things they experience, such as residential trips, ice skating and museum visits.

Pupils feel safe and are kept safe in school. Bullying is rare. Pupils know they can use worry boxes or talk to teachers about any concerns they might have and that these will be dealt with swiftly. Low-level disruption is rare, so pupils can concentrate and engage positively with their learning.

Pupils are well motivated to take up a wide range of roles. Pupils enjoy these responsibilities and feel that they are making an impact by helping others. For example, the eco-champions have planted trees, the playground friends set up activities and the reading ambassadors help younger pupils.

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

Leaders have designed and implemented a curriculum which matches the breadth and ambition of what is expected nationally. They have set out the key knowledge pupils need to know, from early years to Year 6. This is well sequenced so that pupils build their knowledge cumulatively over time. For example, in mathematics, younger pupils practise and embed their multiplication tables. Pupils draw on this knowledge later on when simplifying fractions by finding the lowest common denominator. Similarly, in geography, pupils learn to read and interpret a range of information presented on a map, such as scale, compass directions and grid references. This enables pupils to describe the location of the places they study with increasing detail and precision.

Children get off to a very strong start in early years. The curriculum has been designed to help children to practise, embed and apply their learning. For example, when learning the value of three, children also learn to recognise triangles in and beyond the classroom. The school has recently revised some parts of the curriculum. In these areas, teaching and assessment does not consistently focus on the most important ideas pupils need to learn. As a result, some pupils do not develop as secure body of knowledge in these subjects.

The provision for pupils' early reading is highly effective. From the beginning of the Reception year, phonics is taught with precision. Pupils are provided with opportunity to practise reading using books that are carefully matched to the sounds they know. Those who struggle to read fluently are swiftly identified and well-supported to catch up quickly. Pupils develop as confident and fluent readers who achieve highly in the phonics screening check. The school promotes a love of

reading. Pupils are enthusiastic about books, talking confidently about their favourite authors.

Pupils with special educational needs and/or disabilities (SEND) are identified quickly. Leaders work closely with specialist services to secure advice and guidance. This information is well communicated to staff, who make appropriate adaptations to learning activities. As a result, pupils with SEND typically access the same curriculum as their peers and achieve well.

Pupils behave very well in their lessons and around the school. This is because the school's values and expectations are understood by pupils and applied consistently by staff. This creates a calm and purposeful atmosphere where pupils enjoy learning. Leaders are proactive in managing attendance. Consequently, pupils typically attend school regularly and on time.

Pupils' personal development is exceptional. The curriculum is designed to help them learn about being resilient, keeping healthy and developing safe and respectful relationships. Pupils learn about local, national and international events. Pupils make a positive contribution to society by fundraising for different charities. Pupils start to learn about possible future careers through visits from banks, career festivals and a financial management programme.

Staff are happy and feel well supported. Leaders are considerate of workload. Those responsible for governance use their collective experience and expertise well to support leaders. They have a secure knowledge of the school's strengths and have identified the right priorities moving forward.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some of subjects are at an earlier stage of design and implementation. In these instances, teaching does not consistently focus on or check that pupils have secured the knowledge they need. The school should ensure that the curriculum is implemented consistently well so that pupils learn and remember more.

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' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	100248
Local authority	Hackney
Inspection number	10293198
Type of school	Primary
School category	Maintained
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	667
Appropriate authority	The governing body
Chair of governing body	Chris Howard
Headteacher	Derek Hewie (headteacher) Nicole Reid (executive headteacher)
Website	www.woodberrydown.hackney.sch.uk
Dates of previous inspection	14 and 15 June 2012, under section 5 of the Education Act 2005

Information about this school

- The school has grown in size since the previous inspection.
- A new headteacher and executive headteacher have been appointed since the previous inspection.
- The Nursery includes provision for 2-year-olds.
- The school does not currently use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

Inspections are a point-in-time judgement about the quality of a school's education provision.

- 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 the executive headteacher, headteacher, deputy headteacher and other senior and subject leaders. Discussions were also held with members of the governing body and a representative of the local authority.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors carried out deep dives in reading, mathematics, geography and physical education. To do this, they met with subject leaders to discuss the curriculum, visited lessons, spoke with teachers, spoke with pupils and looked at samples of their work.
- The curriculum was considered in other subjects as part of the inspection.
- The inspectors scrutinised a range of documents, including leaders' priorities for improvement.
- The views of staff, pupils and parents and carers were gathered through discussions and their responses to Ofsted's online surveys.

Inspection team

Sarah Lack, lead inspector	His Majesty's Inspector
Rebecca Iles-Smith	His Majesty's Inspector
Joel Sager	Ofsted Inspector

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