

# Woodford Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	122005
<b>Local Authority</b>	Northamptonshire
<b>Inspection number</b>	359143
<b>Inspection dates</b>	19–20 October 2010
<b>Reporting inspector</b>	Christopher Parker

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>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	62
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Jane Thorpe
<b>Headteacher</b>	Mrs Arlette Harvey
<b>Date of previous school inspection</b>	16 June 2008
<b>School address</b>	High Street Woodford, Kettering NN14 4HF
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## Introduction

This inspection was carried out by two additional inspectors. Ten lessons, taught by three teachers, were observed. Discussions were held with pupils, the headteacher, the governor with responsibility for safeguarding and the Chair of the Governing Body. The inspectors looked at records of the pupils' progress and at lesson plans, some of the school's policies, school development plans and a sample of the pupils' work.

Questionnaire responses from staff, pupils and 37 parents and carers were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- How well are pupils learning and making progress in mathematics?
- How effective is the teaching and assessment, and the curriculum, for mathematics?
- What impact do partnerships with parents and carers and others have on the pupils' progress?

## Information about the school

This is a much smaller than average primary school. The pupils are predominantly from White British backgrounds. All of the pupils speak English as their first language. The proportion of pupils with special educational needs and/or disabilities is broadly average.

The pupils are taught in three classes. Two new teachers were appointed in January 2010. Children in the Early Years Foundation Stage are taught in the same class as the pupils in Years 1 and 2. At the time of the inspection they were taught by a supply teacher supported by two teaching assistants. The headteacher teaches a class for the equivalent of three days each week.

The school has Healthy Schools status and the International School Award.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?****3****The school's capacity for sustained improvement****3**

## Main findings

The school provides a satisfactory education for the pupils. They make satisfactory progress and reach average levels of attainment. They do better in English than they do in mathematics. Attainment in mathematics is not as high as it should be because, although teaching is satisfactory, the pupils are not always sufficiently challenged in lessons, and the marking of their work does not consistently help them to improve.

The school has made some improvements over the last year that have resulted in better progress in mathematics. However, it is taking too long to raise attainment in mathematics to levels attained in English. The governing body has not, until recently, given a high priority or clear enough direction to tackling the school's weaker performance in mathematics. Under the leadership of the recently appointed Chair of the Governing Body, the school's view of its own performance is accurate. While improved tracking of pupils' progress and increased opportunities to use and apply mathematics across the curriculum do provide evidence of a satisfactory capacity to improve, the impact of these activities is diluted because the headteacher and teachers are trying to implement a school development plan that is too wide-ranging for the time they have available. The planning for improvement is not focused sharply enough on what needs to improve, and the criteria against which the governing body can monitor success are not precise enough. In addition, the monitoring of the quality of teaching is not rigorous in evaluating its impact on learning and progress.

The pupils' behaviour is excellent and they greatly enjoy the opportunities the school offers them. Their personal qualities are considerably enhanced by the diverse activities they are involved in, which also benefit from good partnerships with parents and carers, other schools and organisations. These activities range from creating large sculptures of flowers as part of a home/school holiday project to participating in a tea dance as part of their study of the Second World War. The good care and support that the pupils receive promote the pupils' consistently thoughtful approach to each other and the calm and positive ethos within the school.

## What does the school need to do to improve further?

- Accelerate progress in mathematics so that all of the pupils reach the expected level, and at least half reach the higher level, at the end of Year 6, by 2012. Take steps to ensure that:
  - pupils are always challenged by the tasks they are set
  - marking helps the pupils to improve their work and the teachers to plan the next steps in the pupils' learning.

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- Improve the monitoring of the quality of teaching by focusing on its impact on the pupils' learning and progress.
- Ensure that the school development plan is manageable and clearly prioritised on tackling weaknesses, and that the criteria against which the governing body can judge success are clear and demanding.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

## Outcomes for individuals and groups of pupils

**3**

The children start school with the skills and abilities expected for their age, although the make-up of each cohort varies considerably. The pupils make good progress in some lessons, but progress in others is satisfactory. They say they really enjoy lessons. This was evident when pupils designed and planned how they will make frames for photographs. The pupils are very enthusiastic about what they learn at school and the opportunities that they are given to involve their parents and carers in activities linked to topics they are studying. However, in conversation some say they find some of their mathematics work 'easy'. In most lessons the pupils work effectively. For example, in a lesson about connectives the pupils concentrated on the tasks they were set, behaved extremely well and as a result, made secure gains in their writing.

Improved tracking of pupils' progress shows that they generally make at least the expected progress in reading and writing, but slower progress in mathematics because of inconsistencies from year to year. Better analysis of the data that the school collects is now allowing teachers to focus on those pupils who need additional support to reach their targets. As a result, there are clear signs that progress in mathematics is becoming more consistent across the year groups.

Pupils with special educational needs and/or disabilities are making secure progress at the pace expected of them because of the good care and support they receive.

Pupils say they feel very safe in school. They enjoy the many sporting and other activities that the school provides, which promote their good understanding of staying fit and healthy. The pupils make a good contribution to the school community and gain a good insight into the lives of others through the productive links they have with partner schools locally, nationally and internationally. The pupils take responsibilities in school as house leaders, and collectively they take responsibility for recycling. The curriculum provides pupils with opportunities to learn about a range of faiths, so that in Years 5 and 6 they are able to speak confidently about different religions. Artwork, such as that based on the sculptures of Louise Nevelson, enhances the pupils' spiritual development.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

The teaching is good in some respects, but there are variations and inconsistencies that result in better progress in English than in mathematics. Although the teaching of mathematics is satisfactory, lessons lack the consistency of challenge to ensure that the pupils make good progress. Consequently, lessons tend to consolidate rather than extend their skills and knowledge. Inspection of the pupils' mathematics exercise books shows that the quality of marking varies considerably. In one class it sets out what the pupils need to do to improve, and clarifies misunderstandings and inaccuracies, whereas in another pupils are given little guidance. Marking of the pupils' writing is more consistent and helpful.

There are some strong features in the teaching of literacy. For example, in a lesson in Years 5 and 6, the teacher very skilfully and enthusiastically led the pupils through a drama activity based on the return of the Hindu gods Rama and Sita, in preparation for a subsequent writing task.

The curriculum is interesting and enjoyable for the pupils. There are good links between subjects which create coherent learning opportunities for pupils. There are many opportunities for the pupils to use their literacy skills and information and communication technology skills in other subjects, and an increasing range of opportunities to use and apply their numeracy skills. The school plans many activities that enhance and extend the curriculum. These are particularly beneficial to pupils' personal development, and they

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speak with great enthusiasm about trips, visits, sporting activities and links with other schools. Homework arrangements, particularly through the interesting activities to promote reading, benefit from a positive relationship with parents and carers.

The school is particularly effective in creating a welcoming learning environment in which pupils feel safe and well cared for. The school actively promotes the pupils' health and well-being and this has been recognised in the award of Healthy School status. Arrangements for promoting good behaviour and positive relationships are successful and valued by the pupils. The school's good care and support for pupils is particularly evident in its support for pupils with special educational needs and/or disabilities.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher has a desire to bring improvements, which are set out in an extensive school development plan. However, the limited time available outside her teaching commitment is spread too thinly on a wide range of activities, and resulting improvements are thus modest. The school development plan lacks focus and has too little detail about what is to be achieved in important areas. In some instances the criteria against which success is to be measured are not demanding enough to make a marked difference to the outcomes for pupils. Nevertheless, considerable improvements have been made in the key area of tracking each pupil's progress. This development, coupled with frequent meetings with class teachers to analyse progress and set more demanding targets, is beginning to accelerate progress. These activities illustrate the school's commitment to equality of opportunity for all groups of pupils.

The recently elected Chair of the Governing Body is very well informed about the school's strengths and weaknesses, and has played a pivotal role in establishing an increasingly incisive and accurate view of the school's performance. The headteacher provides governors with a useful analysis of the school's performance for each governing body meeting, but too few governors are actively involved in monitoring the school's work and holding it to account. However, the governor with responsibility for safeguarding has recently carried out an audit of procedures in this important aspect of the school's work. As a result of its findings, steps have been taken to ensure that policies are improved and training is brought up to date. Checks on all adults who work with children have been carried out in line with current requirements.

The school promotes community cohesion effectively and has secured the International Schools Award as a result. The school is a very harmonious community which provides the pupils with opportunities to work with pupils from other schools locally, nationally and

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internationally. For example, on a residential trip the pupils joined others from their partner schools in the West Midlands and Germany to work together on a series of creative activities. This illustrates well the benefits of the good partnerships that the school fosters. Partnerships with parents and carers are also very positive. Parents and carers are involved in supporting their child's learning through good homework arrangements and in supporting after school events.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

The children make satisfactory progress in all areas of learning. Last year the children made better progress in problem solving, reasoning and numeracy, and in physical development, than they did in the other areas of learning. However, cohorts are very small and there is considerable variation in the profile of attainment from year to year. The children enjoy the activities provided for them and approach them positively, although occasionally some children find it difficult to sit and listen for more than a few minutes. The children behave well and are becoming increasingly familiar with the daily routines. Their independence is being fostered effectively through a range of activities that are either adult led or chosen by themselves. This was well illustrated when the children collectively agreed a simple set of instructions for making a fruit salad, and then worked together to cut the bananas, apples and oranges to make it.

The construction of a new large covered outdoor area is currently underway. The building work has placed a temporary restriction on the free flow of activities from indoors to the outside area. However, the completion of this work, in a matter of days, will be the realisation of long-held aspirations to improve the provision for the Early Years Foundation Stage. In the classroom the adults manage the children well, but there are occasions



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when there is too little adult intervention to encourage speaking and extend activities, particularly in the role play area.

The leadership and management of the Early Years Foundation Stage are satisfactory. The staff are well informed and appropriately trained to ensure that the children are safe and well cared for. The adults use a range of strategies and approaches to assess and record each child's progress. Parents also add to the record of activities that their child has undertaken, laying strong foundations for positive links between home and school.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

The proportion of parents and carers returning questionnaires was higher than usual. All those who responded to the questionnaire agreed that the school keeps their child safe and promotes a healthy lifestyle. Almost all are happy with their child's experience at school.

A few parents and carers added additional comments. These were mostly very positive. A very small number of parents and carers expressed concerns about behaviour or the way in which misbehaviour is handled. Behaviour during the course of the inspection was excellent, and discussions with pupils raised no concerns about disruptive behaviour.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Woodford Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 37 completed questionnaires by the end of the on-site inspection. In total, there are 62 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	27	73	8	22	1	3	1	3
The school keeps my child safe	36	97	1	3	0	0	0	0
My school informs me about my child's progress	24	65	11	30	1	3	0	0
My child is making enough progress at this school	20	54	13	35	2	5	0	0
The teaching is good at this school	23	62	13	35	0	0	1	3
The school helps me to support my child's learning	24	65	11	30	1	3	1	3
The school helps my child to have a healthy lifestyle	25	68	12	32	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	23	62	9	24	1	3	1	3
The school meets my child's particular needs	23	62	12	32	1	3	1	3
The school deals effectively with unacceptable behaviour	24	65	7	19	1	3	3	8
The school takes account of my suggestions and concerns	20	54	12	32	2	5	1	3
The school is led and managed effectively	19	51	15	41	1	3	1	3
Overall, I am happy with my child's experience at this school	27	73	8	22	1	3	1	3

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



21 October 2010

Dear Pupils

**Inspection of Woodford Church of England Primary School, Kettering, NN14 4HF**

Thank you for taking the time to talk to me about your school. It provides a satisfactory education for you.

The school is very friendly and caring. You behave extremely well. You told me that you enjoy school and feel very safe. You also said that the school provides lots of interesting opportunities, and you wanted to tell me about so many things that I had difficulty trying to write them all down!

When I visited lessons and then talked to some of you about your work, it became clear that many of you feel that sometimes the work in mathematics is a little too easy. You are doing better in English than in mathematics, so I have asked the headteacher and teachers to make sure that you are always challenged in mathematics lessons. You all can help by continuing to work hard in mathematics lessons. The headteacher and teachers have been trying to improve progress in mathematics. They have a plan to do this, but the plan has a lot of other things in it as well. They are trying to do too many things at once. I have asked them and the governing body to concentrate on bringing improvements in mathematics. I have also asked the headteacher to look more carefully at the quality of your learning and the rate of progress that you are making in lessons, so that teaching and learning in mathematics improves quickly.

I really enjoyed my visit to your school. I hope you continue to enjoy school and that it helps you to do even better in the future.

Yours sincerely

Christopher Parker

Lead inspector

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