

Wood Ley Community Primary School

Inspection report

| | |
|--------------------------------|------------------|
| Unique Reference Number | 124680 |
| Local Authority | Suffolk |
| Inspection number | 359741 |
| Inspection dates | 15–16 March 2011 |
| Reporting inspector | Stephen Walker |

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

| | |
|--|-------------------------------------|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–9 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 194 |
| Appropriate authority | The governing body |
| Chair | Arthur Winchester |
| Headteacher | Sara Ward |
| Date of previous school inspection | 14 April 2008 |
| School address | Lowry Way Stowmarket IP14 1UF |
| Telephone number | 01449 616038 |
| Fax number | 01449 672261 |
| Email address | admin@woodley.suffolk.sch.uk |

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M2 7LA

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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 20 lessons and observed seven teachers. They also held meetings with the headteacher, the Chair of the Governing Body, staff and groups of pupils. The inspectors observed the school's work and looked at a range of evidence, including the school improvement plan, the tracking system to monitor the pupils' progress, safeguarding documentation, and the work pupils were doing in their books. They also analysed questionnaires completed by staff, a sample of pupils, and 93 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The inspection team explored the progress being made by different groups of pupils in the school.
- It observed the effectiveness of teaching in engaging students so that they make at least good progress in lessons.
- It evaluated which aspects of personal development were now better than good.
- It investigated the impact of the newly formed senior leadership team in monitoring, evaluating and improving performance in the school.

Information about the school

The school is smaller than the average sized primary school. It is situated in the north western part of Stowmarket and mainly serves pupils from the surrounding area. The very large majority of pupils are from White British backgrounds although there is a very small number from minority ethnic groups. The proportion of pupils with a range of special educational needs and/or disabilities is below average. The percentage of pupils known to be eligible for free school meals is also below average.

There are three mixed-age classes in both Key Stage 1 and 2 in which pupils are grouped by ability in literacy and numeracy. Provision for the Early Years Foundation Stage is organised through two Reception classes. The Little Mice and the Wood Ley out-of-school club are located on the site but were not included in this inspection.

The local authority is presently undertaking consultations regarding the development of a two-tier system of primary and secondary schools in the town. The school has achieved Activemark and Quality Mark awards and holds National Healthy Schools status.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. The headteacher provides collaborative leadership so that all the staff are supporting the good quality of education for the pupils. She is well supported by a newly-formed senior leadership team which is helping her drive improvements in the school. The caring and pupil-centred atmosphere of this small school provides a good environment for learning. One parent wrote: 'This is a lovely school with a very supportive teaching staff. My children enjoy their time at school and they are always doing interesting things to enhance their learning.'

Achievement is good. Pupils make good progress from their broadly average starting points and standards are above average by the time they leave the school. The positive atmosphere in the classrooms, the additional support for underachieving pupils and the emphasis on key skills, are all contributing to the good progress of the pupils. The systems of tracking pupils' progress are well embedded so that underachieving pupils are quickly identified and provided with additional support. The school has been particularly successful in raising the achievement of girls in mathematics by modifying the teaching so that they gain greater confidence in the application of number skills.

The good quality of care, guidance and support greatly promotes pupils' good personal development. They enjoy their time at school and develop into friendly and confident individuals. The behaviour of the majority of pupils is good and this contributes to a positive ethos for learning. Pupils are respectful towards each other so that every pupil feels valued in the family atmosphere of this small school. They make an excellent contribution to the school and local community by volunteering to take responsibility in school, raising money for charities and taking a full part in activities in the town.

The curriculum is good and the school uses a range of opportunities such as activity days, visitors and trips to enhance the educational experience of the pupils. The imaginative provision in the Early Years Foundation Stage ensures that children make a good start to school. The great majority of teaching in the school is securing good progress and learning. It is effective in ensuring that pupils are motivated and actively engaged in lessons. In a minority of lessons, which are satisfactory, teaching is less effective and does not always act on the key areas for improvement identified through lesson observations. In these cases, teachers are not always using assessment information effectively to inform planning so that the work is closely matched to the learning needs of individual pupils.

The school runs very smoothly because the headteacher is effective in supporting teachers and support staff to work as a strong team. The systems for tracking pupils' progress are driving improvements in the individual progress of the pupils. Although teachers are aware of the details of the progress for each pupil, they are not yet fully involved in the analysis of trends and patterns in the achievement of groups. Self-evaluation is accurate and the senior leadership team and governing body are well aware of the strengths and areas for

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improvement. Development planning is good and there are clear actions for improvement. The newly formed senior team are developing well as leaders and are effectively supporting the headteacher. However, the new team members have not yet been given full responsibility or an opportunity to extend their monitoring roles in the school.

The school has good partnerships with community groups, external services and the local schools. There are very positive relationships with parents and carers. Parents are given regular information about school events and the progress of their children. The effective leadership of the school, the rigorous systems for tracking pupils' progress and the improving record in pupils' achievement, indicate that this school has a good capacity to improve further.

What does the school need to do to improve further?

- Ensure that all teaching and learning is at least good across the school by making sure that all teachers:
 - share the best practice in teaching and act on key areas for improvement identified through lesson observations
 - use assessment information effectively to inform their planning so that the work is matched to the learning needs of individual students.
- Develop the leadership skills of the newly formed senior team by:
 - reviewing the allocation of roles and responsibilities
 - extending the monitoring and evaluation responsibilities of the team
 - involving leaders in supporting teachers in the overall analysis of the trends and patterns of achievement in their teaching groups.

Outcomes for individuals and groups of pupils**2**

Pupils' current work shows that the majority are making good progress and achieving well. Most pupils enjoy learning and make good progress in their lessons. For example, Year 3 and 4 pupils were fully engaged in their work in literacy and made good progress in their writing about fantasy stories through good use of writing frames and skilful questioning by the teacher. By the time pupils leave the school, attainment is above average in reading, writing and mathematics. An increasing number of pupils are working at the higher levels in writing and mathematics in Years 3 and 4. The increasing emphasis on comprehension and analysis of text in Key Stage 2 is having a positive effect on the progress in reading and writing as well as helping with understanding questions in mathematics. The school is presently providing additional support in numeracy and literacy for small groups of pupils in most year groups. Pupils with special educational needs and/or disabilities and those known to be eligible for free school meals make good progress in line with others. The small number of pupils from minority ethnic backgrounds, including those who speak English as an additional language, also make good progress, particularly when they gain confidence in their language skills.

Pupils feel safe in the school and have a good understanding of issues relating to safety. Attendance is above the national average, which reflects pupils' enjoyment of school. They have a good understanding of how to adopt healthy lifestyles as acknowledged by the

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National Healthy Schools status. A large number of pupils take part in a wide range of sporting activities, although few pupils take up the healthy canteen options at lunchtimes. Pupils relish the opportunities to take responsibility such as acting as sports leaders, team leaders and general helpers in the classroom. Pupils regularly visit the elderly at local residential homes and take a full part in community events such as the Stowmarket Christmas Tree Festival and Schools Art Exhibition. The school council strongly supports improvements in the school such as making suggestions regarding the allocation of activity areas in the playground. The spiritual, moral, social and cultural development of the pupils is good.

These are the grades for pupils' outcomes

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

¹ 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 majority of teaching is good as most teachers plan lessons which are appropriate to the abilities of the pupils. There is good display work in the classrooms, which provides a stimulating environment for learning. In the best lessons, teachers plan a range of interesting activities and have high expectations of the pupils. They share the learning objectives with the pupils and regularly check understanding during the lesson. They also mark pupils' work regularly and show them exactly what they have to do to improve. As a result, pupils display enthusiasm and sustain high levels of concentration. Outstanding learning takes place when teachers extend the pupils through high quality questioning and encourage pupils to take responsibility for their learning. A small minority of teachers are

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not fully engaging their pupils or checking their understanding of the work. Activities are not always linked to the different learning needs of the pupils.

The school places a high emphasis on the development of literacy and numeracy, which supports pupils' good progress. The new topic approach for science and humanities effectively shows the pupils the links between the different subjects and brings learning to life. The activity days on topics such as multicultural society, healthy lifestyles and environmental issues provide good opportunities for collaborative work in mixed-age groups. The school is developing a wildlife area and the allotments, which are beginning to support practical work and environmental education. All pupils have lessons in information and communication technology at least once a week, which develops their computer skills. Physical education is supported well by the School Sports Partnership through the local high school. The numerous visits including those to the Natural History Museum in London, Christchurch Mansion in Ipswich and Colchester Zoo, provide good enrichment for the curriculum. There is a good range of clubs and extra-curricular activities, which greatly enhance the pupils' enjoyment and experience of school.

Arrangements for care, guidance and support are strengths of the school. Pupils confirm that they are confident that any concerns are addressed promptly and effectively. There are effective systems of individual support for all pupils, including those whose circumstances make them vulnerable or have difficulties with learning. There are rigorous procedures for monitoring pupils' attendance and following up absences. The school is very successful in supporting children with special educational needs and/or disabilities, as well as pupils who speak English as an additional language. Good working relationships between the school and external agencies benefit pupils, ensuring their social and learning needs are met through effective programmes. Good arrangements are in place to support a smooth transition to the local middle school.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher provides clear, calm leadership and encourages staff to work together on the continuous improvement of the school. She is presently managing a challenging period of financial cuts and effectively maintaining the good academic and personal outcomes of the students. The new senior leadership team is also providing a strong impetus for change across the school, even though they have a high teaching commitment. Systems for monitoring teaching and tracking student progress are good. The headteacher is involved in most aspects of the school. However, new leaders are not yet fully empowered

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to enable them to take greater responsibility for supporting and monitoring improvements in the school.

Members of the governing body are very supportive of the school and are effective in their evaluating and monitoring roles. Robust procedures for safeguarding meet statutory requirements and underpin the school's very caring approach. Governors regularly check that all practices and procedures fully meet health and safety requirements. There is a strong commitment to inclusion and equal opportunities for all, which ensures that the school is fully inclusive in integrating pupils from different ethnic and social backgrounds.

The school has good partnerships with the Gipping Valley Partnership of Schools and a range of local organisations. A local high school provides a good range of additional curriculum experiences for the pupils in sport, music and drama. The school makes a good contribution to community cohesion and works very closely with all families from minority ethnic communities to welcome them into the school. The school has been proactive in arranging assemblies and multicultural days to celebrate the different faiths and cultures within our society. There are plans to promote engagement with a range of community groups beyond the school and the immediate community.

These are the grades for leadership and management

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

Early Years Foundation Stage

Children make a good start to school because of the well-planned provision, high quality of care and the consistently good teaching in the Reception classes. Staff provide a secure and exciting environment where children learn quickly and make good progress. Structured activities are having a significant impact on their personal development as well as encouraging number and language skills. They show tremendous curiosity and enthusiasm as they enjoy the different activities. There is a good balance between adult-directed and child-initiated activities throughout the day. A number of children tend to

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rush the more organised activities and move too quickly to the play areas. Children are developing independence and learning to share and cooperate with each other.

Teachers keep very detailed records of children's skills and use this information to match the activities very well to the full range of learning needs. Children also keep a record of their experiences through their 'Learning Journey' which they share proudly with parents and carers. However, the teachers are not fully analysing the detailed assessment information to see trends and patterns of progress in the different groups of children. The calm and purposeful atmosphere is created by good organisation of the teachers. They work well with the teaching assistants so that there are clear expectations of the children in both classes. The spacious and attractive accommodation and outdoor area are used very effectively to support the learning of the children. The positive links with all pre-school settings ensure a smooth transition to school. There is regular liaison with parents and carers, who speak very highly of the care and support the school provides for their children.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 2 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 2 |
| The quality of provision in the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |

Views of parents and carers

A larger than average percentage of parents and carers returned questionnaires. The vast majority of these are very positive about the work of the school and its impact on their children's learning. Responses to the questionnaire included a number of detailed comments emphasising the good leadership of the headteacher and the caring approach of staff towards their children. Parents and carers also mentioned that their children really enjoyed school and that they spoke frequently about their lessons and the many activities in the school. A very small minority of respondents suggested the school does not take into account suggestions and concerns from parents and carers. Inspectors found that the school is now running a regular Parents' Forum which encourages parents and carers to raise concerns and suggest ways to improve the school further. Overall, parents' and carers' views reflect the inspection findings.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wood Ley Community 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 93 completed questionnaires by the end of the on-site inspection. In total, there are 194 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 66 | 71 | 16 | 17 | 1 | 1 | 0 | 0 |
| The school keeps my child safe | 58 | 62 | 35 | 38 | 0 | 0 | 0 | 0 |
| My school informs me about my child's progress | 45 | 48 | 47 | 51 | 1 | 1 | 0 | 0 |
| My child is making enough progress at this school | 52 | 56 | 37 | 40 | 3 | 3 | 0 | 0 |
| The teaching is good at this school | 55 | 59 | 32 | 34 | 0 | 0 | 0 | 0 |
| The school helps me to support my child's learning | 57 | 61 | 34 | 37 | 2 | 2 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 52 | 56 | 39 | 42 | 1 | 1 | 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) | 47 | 51 | 35 | 38 | 2 | 2 | 0 | 0 |
| The school meets my child's particular needs | 50 | 54 | 38 | 41 | 4 | 4 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 40 | 43 | 47 | 51 | 5 | 5 | 0 | 0 |
| The school takes account of my suggestions and concerns | 41 | 44 | 40 | 43 | 8 | 9 | 0 | 0 |
| The school is led and managed effectively | 52 | 56 | 36 | 39 | 3 | 3 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 61 | 66 | 31 | 33 | 1 | 1 | 0 | 0 |

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

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 59 | 35 | 3 | 3 |
| Primary schools | 9 | 44 | 39 | 7 |
| Secondary schools | 13 | 36 | 41 | 11 |
| Sixth forms | 15 | 39 | 43 | 3 |
| Special schools | 35 | 43 | 17 | 5 |
| Pupil referral units | 21 | 42 | 29 | 9 |
| All schools | 13 | 43 | 37 | 8 |

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support. |
| 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.



17 March 2011

Dear Pupils

Inspection of Wood Ley Community Primary School, Stowmarket, IP14 1UF

Thank you for making us so welcome and for sharing your views during the inspection. We really enjoyed watching your lessons and looking at your work. It was also good to see you during playtime and lunchtime. We were very impressed by the standard of your singing in the assembly. Your school is a good one and your parents and carers are very pleased with the good start you make in your education. There are many positive things about your school.

You enjoy school and make good progress in your lessons.

You are friendly, confident and well behaved.

You show kindness and consideration to others.

You take responsibility in school and you contribute very well to the local community.

You have a good understanding of issues related to safety and healthy lifestyles.

The teachers and the support staff care greatly for you as individuals.

Your headteacher provides good leadership.

We have asked the headteacher, staff and governing body to do the following things to make the school even better.

Support your teachers in sharing good practice so that you understand the work and make good progress in all lessons.

Ensure that the senior teachers are regularly checking your work and are fully involved in school improvements.

You can help by behaving well and working hard. Keep enjoying the many things you do at Wood Ley Community Primary School.

Yours sincerely

Stephen Walker

Lead inspector

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