

Woods Loke Community Primary School

Butley Drive, Oulton Broad, Lowestoft, NR32 3EB

Inspection dates 29–30 January 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- From starting points that are often below those expected, especially for children's communication skills, progress is good overall and pupils reach broadly average standards in reading and mathematics by Year 6.
- Teaching has improved since the last inspection and is good. Recent training in teaching reading and mathematics has improved teachers' knowledge and skills.
- A major strength is evident in the way teachers work together, and with teachers in other schools, to improve their skills and spread the best practice.
- Pupils' behaviour and safety is good overall. Excellent attitudes towards learning are evident in the vast majority of lessons.
- Leadership and management are good. Senior managers and subject leaders have a strong focus on raising standards. Leadership tasks are developed very effectively and staff have a good understanding of how well individuals and groups of pupils are achieving.
- The governing body provides strong leadership. Governors have a clear understanding of the school's strengths and weaknesses.

It is not yet an outstanding school because

- Standards in writing have not improved at the same rate as those in reading and mathematics.
- Pupils do not have sufficient time to respond to teachers' comments and marking.
- Pupils do not have enough time to extend and enrich their language through talking and role play.

Information about this inspection

- Inspectors observed 24 lessons or parts of lessons, some jointly with the headteacher.
- Meetings took place with the headteacher, staff, members of the governing body and a representative of the local authority.
- Inspectors talked to a number of pupils, and looked closely at a wide sample of their work.
- Inspectors analysed and took account of the responses of 37 parents and carers to the online survey (Parent View), as well as one letter from a parent and carer, and 14 staff questionnaires.
- Inspectors looked at key documents, including the school's self-evaluation, policies, performance information, procedures for safeguarding, and the school improvement plan.

Inspection team

Geof Timms, Lead inspector

Additional Inspector

Judith Harrison

Additional Inspector

Bob Bone

Additional Inspector

Full report

Information about this school

- Woods Loke is a larger than average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs supported through school action is broadly average.
- The proportion supported at school action plus or with a statement of special educational needs is average.
- A very small number of pupils are from a minority ethnic background.
- A small number of pupils are taught through alternative provision in other locations. For speech and language difficulties pupils attend The Grenville Unit, and for behaviour, social and emotional difficulties pupils attend either Harbour or First Base Pupil Referral Units.
- Since the last inspection the school has changed from a lower school to a primary school.
- A below average proportion of the pupils qualify for the pupil premium, which provides additional funding for children in local authority care, pupils known to be eligible for free school meals, or those who have a parent in the armed forces.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Raise standards in writing by:
 - allowing more time for discussion, role play and drama
 - extending the richness and variety of pupils' language
 - making sure pupils write at length in a range of subjects and on a range of topics.
- Give pupils the chance to respond to teachers' marking and feedback so they can be clearer about their next steps in learning and how to achieve their targets.

Inspection judgements

The achievement of pupils is good

- Most children start in the Nursery class with levels of knowledge and understanding below those typically found at this age, especially in their communication and language skills. They quickly settle into school routines and the often outstanding teaching helps them make rapid progress. Even so, on entry to the Reception classes, attainment can still be below that expected given their ages.
- By the end of the Reception year most children are achieving levels close to those expected. Children work well together and develop secure early reading, writing and number skills. The use of imaginative role play, through building outdoors and in a café inside, rapidly improves children's social skills.
- In the 2012 Year 1 reading check, the school was below the national average. This was immediately tackled through new resources and extra training for staff. This has had a positive impact on the way the links between sounds and letters are taught and the reading standards now attained in the Early Years. Currently, Reception and Year 1 pupils have good skills in linking sounds and letters so that they can read new words.
- In Years 1 and 2, progress is now broadly average in reading and mathematics but still slightly below average in writing. Pupils enjoy reading and being read to. They talk enthusiastically about different books and have improved their approaches to help them read unknown words.
- Year 6 standards in 2012 were above average in reading and mathematics. This represents good progress from pupils' prior attainment. This was the first Year 6 group of pupils to take the national tests in the school since the school became a primary. Performance information shows that compared to earlier Year 6 pupils who were tested when in the middle schools, current results are much better. Even so, standards in writing are less good and pupils' progress is not as good as it is in reading and mathematics.
- Many pupils do not have a sufficient grasp of language to make their writing more imaginative and interesting. This is because they have not had enough chance to take part in discussions and drama or role play to develop their speaking and listening skills.
- Disabled pupils and those who have special educational needs make good progress because they are very well supported. Those who are known to be eligible for the pupil premium make good progress from their different starting points. Past differences between boys' and girls' attainment have been reduced. Any gaps are quickly identified and the school works rapidly and effectively to narrow them. There were no significant differences in the achievement of different groups, including pupils known to be eligible for free school meals, in the evidence gathered during the inspection.

The quality of teaching is good

- The quality of teaching is good and has a positive impact on pupils' learning. The teaching has been very effectively improved through extra training, especially in reading and mathematics. The school has identified that the teaching of writing is not so strong and is carrying out clear and effective plans to address this so that standards rise. New teachers, who have been appointed as the school has grown into a primary school, have been well supported from the moment they arrive.

- A growing proportion of the teaching is outstanding. This occurs where careful planning helps the teacher address weaknesses in pupils' prior understanding. For example, in an outstanding Year 6 mathematics lesson, pupils were provided with an excellent range of tasks to extend and develop their understanding of the use of calculators in solving problems. Relationships between teachers and pupils are very strong and this has a very good impact on learning.
- The marking of pupils' work helps them aim higher and they talk about how teachers help them learn new things. However, teachers are inconsistent in how much they encourage pupils to respond to the marking and feedback. This means they do not all practise skills and fully understand what they need to do to reach the next level of attainment.
- Teaching assistants offer very effective support to teachers and pupils. This is particularly the case when working with pupils who may be more vulnerable, including those with a statement of special educational needs. A small number of pupils attend other local schools or specialist units on a part-time basis for specialist teaching to help them improve their speech. Language, social and behaviour skills. The good progress these pupils make is closely tracked by the special needs coordinator and her staff.
- Teachers use assessment information more regularly and effectively than in the past. They have an improved understanding of how well their class is doing through regular meetings with senior staff and subject leaders. This means they can tackle any possible underachievement quickly. The most-able pupils are also well stretched.

The behaviour and safety of pupils are good

- Although behaviour and safety are good overall, there are clear examples of outstanding behaviour and attitudes towards learning in lessons. Pupils' behaviour around the school is good and many are extremely polite and thoughtful about others. Pupils speak positively about the system of rewards and sanctions, and they enjoy collecting the computer-based rewards.
- Pupils say they feel safe at school and this is supported by the views of parents and carers. They say bullying is very rare and are confident that if it occurred it would be well dealt with. They trust the adults and would share any concerns or worries with them. Pupils are very aware of different types of bullying, including through new technology.
- The small number of pupils who find behaving well more challenging are effectively provided for through good contacts with local special schools. A few spend a day or two a week in these alternative settings. This helps them make good progress when at school because they are more settled.
- The care, especially that provided by special needs coordinator and the teaching assistants who help with nurture provision, has a very positive impact on the learning of those who find managing their own behaviour a challenge. Parents and carers appreciate this work. One carer wrote to the school, 'I want to thank you for all your help and support – without it our lives would have been so much more difficult.'
- Pupils enjoy coming to school. Attendance has steadily improved because the school works hard with parents and carers to encourage full attendance. However, it remains broadly average overall. Pupils talk about the lessons they enjoy, such as mathematics and science. They agree that teachers help them learn new things. They also enjoy taking responsibility such as being a member of the school council or helping look after younger children at break times. At lunchtime

and break time pupils play together well. Breaks are well supervised and any bumps or accidents dealt with appropriately. The dining room is well run and supervised, and provides pupils with a pleasant social occasion.

The leadership and management are good

- The leadership of the school has improved since the last inspection. The headteacher has given the school clear vision and has successfully led the school through its change of status. Leaders, managers and teachers in charge of subjects are all clear about their roles. The positive team ethos is reflected in the responses of staff to the questionnaire. All agreed they were proud to be a member of staff at the school. Well-targeted action plans are in place to tackle the areas identified for improvement.
- The local authority has provided strong support to help the school change from a lower school to an all-through primary. This has been done through training for teachers and governors, joint monitoring activities with subject leaders and support with the planning of building alterations. The local authority has followed this up with regular visits and support for governors in managing the performance of staff.
- The use of performance information in tracking pupils' progress has improved and this is now good. Senior leaders analyse the information accurately and effectively so that they identify any underachievement quickly. This is then dealt with on an individual pupil basis. This is often done through very effective interventions in small group or individual one-to-one work. Through its good website the school provides some exemplary guidance for parents and carers about the use and impact of the money available through the pupil premium.
- The school is very willing to look beyond its walls to gain a wider view of its work. A major strength has been the work done with staff in other institutions to plan lessons together and observe each other's practice. This has had a very positive impact on teaching and the spread good practice.
- The management of teachers' performance has been used successfully to identify strengths and weaknesses in the quality of education provided. Challenging targets are set for teachers, recently based, for example, on lifting academic standards in mathematics.
- The leadership of the Early Years Foundation Stage is very effective. The recent changes to the areas of learning have been effectively introduced and the assessment system is detailed. Planning offers children good resources and interesting and exciting activities.
- The way subjects and topics are taught develops pupils' spiritual, moral, social and cultural awareness well. Recent changes to planning have introduced a number of very effective links between subjects under an overarching theme. Enrichment activities support pupils' interests well and effectively make demands on the most able. The school makes sure all pupils have equal access to all activities and does not tolerate any discrimination.
- **The governance of the school:**
 - The governing body supports the school well and asks searching questions of leaders about its work. Governors have undergone a wide range of training and this has had a very positive impact on the school's improvement. They have a good understanding of the school's strengths and weaknesses because they work closely with the school and senior leaders. Regular visits are made. These are very well planned with a clear purpose and the results shared with other governors. This helps governors to make wise decisions. In addition,

governors have a clear picture of the work being done to improve teaching quality and of its success through improved results. They understand clearly how targets are set for teachers and how the school deals with any underperformance. Governors ensure salary increases are linked to progress made by pupils and good or better teaching. They have made good decisions over the spending of the pupil premium and this is tracked to show how successful interventions have been. The governing body make sure all statutory requirements, including those for safeguarding, are met.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	124641
Local authority	Suffolk
Inspection number	402282

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	3-11
Gender of pupils	Mixed
Number of pupils on the school roll	495
Appropriate authority	The governing body
Chair	Debbie Amor
Headteacher	Mark Prentice
Date of previous school inspection	18 January 2010
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