

# Woodford Church of England Primary School

High Street, Woodford, Kettering, NN14 4HF

## Inspection dates

28 February–1 March 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Standards in writing are below average. Pupils' punctuation is often incorrect and their writing is not neatly presented.
- Pupils do not write enough at length, especially in subjects other than English.
- Standards vary between year groups and are not consistently good.
- At times teachers do not make enough use of information and communication technology to liven up lessons or to help pupils to find things out for themselves.
- Marking does not always show pupils the next steps in their learning.
- Sometimes pupils do not have time to respond to teachers' comments about their work and do not act upon them.
- At times pupils do not settle down to work quickly enough because everything they need is not ready for them straight away.
- The older pupils do not read widely enough.

### The school has the following strengths

- Children make good progress in Reception because the teaching is consistently good.
- Standards were above average in 2012 at the end of Year 2 and the end of Year 6.
- Pupils behave well and say they feel safe at school, a view supported by parents.
- The school has improved considerably under the leadership of the interim headteacher with good support from governors.
- Teaching is improving strongly and standards are rising because of measures the interim headteacher has brought in.

## Information about this inspection

- The inspector observed nine lessons or parts of lessons, most of which were joint observations with the interim headteacher.
- The inspector heard pupils read, attended two assemblies and, with the interim headteacher, looked closely at examples of pupils' work.
- The inspector looked at a wide range of school documents, including development plans, policies, self-evaluation reports, monitoring files, safeguarding and curriculum materials, evidence of the school's partnership work and information for families.
- Meetings were held with pupils. Discussions were held with the interim headteacher, class teachers, the Chair of the Governing Body and another governor, and a representative of the local authority.
- The inspector analysed the 13 responses to the Parent View website. He also spoke with several parents on the playground.
- The inspector also considered 12 staff questionnaires.

## Inspection team

Nick Butt, Lead inspector

Additional Inspector

# Full report

## Information about this school

- The school is much smaller than the average-sized primary school.
- Almost all pupils are from White British backgrounds and none speak English as an additional language.
- There are four classes, one with Reception children, one with Years 1 and 2, one with Years 3 and 4 and one with Years 5 and 6.
- At the time of the inspection Year 4 pupils were on a residential visit to Wales and the remaining Year 3 pupils were being taught by a student under the supervision of another teacher.
- There are plans to admit nursery-aged pupils at the end of March.
- A below-average proportion of pupils is known to be eligible for the pupil premium, which provides additional funding for children in local authority care, those known to be eligible for free school meals and pupils with a parent in the armed forces.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- The school meets the government's current floor standards, which set the minimum expectations for progress and standards in English and mathematics.
- The interim headteacher has been in post since July 2012 and typically spends around two days per week at the school. For the rest of the week she is the deputy headteacher of another Northamptonshire school.

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

- Make teaching consistently good or better by seeing that:
  - all teachers use information and communication technology to fully involve pupils in learning and to help pupils to find things out for themselves
  - learning is organised efficiently so that pupils settle down to work quickly
  - marking consistently shows pupils next steps in their learning and that pupils have time to respond to comments and act upon them.
- Raise standards in writing across the school by making sure that all teachers:
  - expect pupils to write at length, especially in subjects other than English
  - focus on improving pupils' punctuation
  - encourage pupils to present their work neatly.
- Raise standards in reading by making sure that older pupils read more widely.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Achievement requires improvement because the school lacks a consistent record of good performance over time. Despite a good performance in 2012, standards were low in 2011 at the end of Year 6 in English and mathematics and below average at the end of Year 2.
- Current standards are inconsistent across year groups. Attainment is below expectations in Year 2 and Year 5, but above in Year 6. Since the interim headteacher joined the school standards have been rising and the proportion of pupils making better than expected progress has risen rapidly as a result of measures she has introduced.
- Children join Reception with skills and abilities that are generally in line with expectations. They make good progress because well-planned and interesting activities excite their curiosity and give them a good grounding in basic skills. A challenging 'job of the day', such as building a strong house out of bricks for one of the 'three little pigs' tests children's perseverance.
- Following last year's disappointing results in the Year 1 reading check, the interim headteacher arranged training for staff in teaching phonics (the sounds that letters make). This has been successful and all current Year 1 pupils are on track to meet the required standard.
- Small cohorts, sometimes as few as five pupils, mean there can be swings in performance from year to year. In 2012 this worked in the school's favour, with the very small Year 2 group of pupils performing particularly well. In Year 6 the proportion of pupils making expected or better progress in reading and mathematics compared favourably with all pupils nationally, but not in writing.
- Progress in writing is not as strong as in reading and mathematics because pupils are not confident in using correct punctuation. Not all teachers expect pupils to write at length in subjects other than English such as history and religious education. However, a special programme for improving writing has had a positive impact in Years 5 and 6. The interim headteacher has introduced target cards for pupils to take home so that they can practise their writing with their parents, and this is proving beneficial.
- The progress of disabled pupils and those who have special educational needs varies. In the past, pupils' needs were not fully supported and some fell behind. This has been put right because the interim headteacher has expertise in special educational needs and has introduced systems to make sure all pupils on the special educational needs register receive appropriate help. This is already making a difference to their reading and mathematics, although the improvement is not so marked in writing, where the problems are more deep-seated.
- A very small number of pupils are known to be eligible for the pupil premium and the interim headteacher has made sure that the extra funds are spent on these pupils, who now receive one-to-one tuition. They do as well as their peers. In 2012 the number of pupils eligible for free school meals was too small for their standards to be discussed without identifying them. There were no pupils from service families. The number of looked-after children was too few to comment on their attainment, without identifying them.

### The quality of teaching

### requires improvement

- Teaching requires improvement because it has been inconsistent over time. Books show that teachers' expectations of what pupils can achieve varies. There is not enough writing at length in

some year groups. At times, pace is not as good as it could be, especially in pupils settling down to work.

- New approaches this year have strengthened teaching. Coaching and support from the interim headteacher have led to rapid improvements. No teaching is inadequate and much more is good.
- Teachers create a positive climate for learning so that pupils are eager to learn. In the best lessons work is pitched at exactly the right level and teaching methods keep pupils interested. Good questioning probes their understanding. For example, as part of their work on Tudor explorers, pupils in Years 5 and 6 enjoyed finding out why a new settlement of English pioneers failed to become established in America.
- Teachers do not use information and communication technology as much as they could to capture pupils' attention and excite them in learning or to help them to find things out for themselves.
- The effectiveness of marking is inconsistent. While teachers give pupils some next steps to aim for there are not enough of them and teachers do not always encourage pupils to respond to them.
- The effectiveness of support staff has improved with training. As a result, teaching assistants make a valuable contribution to pupils' learning.

#### **The behaviour and safety of pupils are good**

- Pupils behave well and are eager to do their best. The interim headteacher has introduced new procedures for improving behaviour, which all pupils understand, based on a system of rewards and sanctions. Pupils' suggestions to improve this, by extending its use to lunchtimes, have been adopted. Teachers apply the new procedures consistently and manage behaviour well. All agree that it has improved since the new system was introduced.
- The school can point to good examples where pupils' behaviour has improved considerably as a result of the support they have received and the school's close links with their parents. Pupils are friendly and courteous, showing consideration to one another. They value the support they give one another.
- Pupils say there is no bullying, just the occasional falling out. There have been no racist incidents, as discrimination is not tolerated. Pupils know about different types of bullying, such as name-calling and cyber bullying and what to do if confronted by any.
- Pupils have a good understanding about keeping safe. They know what to do in a range of potentially dangerous situations.
- Attendance has improved and is now above average. The interim headteacher has made checking attendance a priority and keeps careful records of trends, contacting parents when absence becomes a concern.

#### **The leadership and management are good**

- The interim headteacher, working closely with the governors, has brought about considerable improvements to the school in a relatively short time. Despite having commitments at another school, she has identified what needs to improve very swiftly and introduced successful

measures to improve teaching and raise standards. This has had a very positive effect and lifted the school from a vulnerable position to a firm foundation.

- Parents have noticed the changes and are very enthusiastic about the school. Staff have taken on board new approaches and say how much they enjoy being part of a team and the consultative leadership style of the interim headteacher.
- The interim headteacher has checked the quality of teaching regularly and rigorously and given very helpful feedback to staff. Combined with coaching, this has helped them to improve their practice. Subject leaders are taking more responsibility for their roles and making a useful contribution to school improvement.
- The interim headteacher has also brought in robust measures to manage staff performance, so that everybody is held fully accountable for their roles and pupils' progress. As a result of the considerable impact of the measures introduced by the interim headteacher, the school is well placed to improve further at a rapid pace.
- There are some interesting topics which captivate pupils' attention, but there are not enough opportunities for pupils to use information and communication technology to undertake research and find things out for themselves. A range of visits and visitors widen pupils' experience and contribute to their spiritual, moral, social and cultural development. The school is fully inclusive and makes sure that all pupils have equal opportunities to take part in all activities.
- There are good links with the church and the local community. The school works well with parents, and responses to Parent View were overwhelmingly positive. The local authority and diocesan board have provided good support to the school, especially in building its leadership capacity. The school also benefited from the support of an outstanding school in Leicestershire.
- **The governance of the school:**
  - Governors have been active in securing the school's long-term stability and have been willing to take difficult decisions along the way. They have a good understanding of the quality of teaching and the achievement of pupils, and know how the school is doing in comparison with other schools. They are involved in setting targets for the interim headteacher and in checking the efficient management of staff. For example, they know how the school rewards good teaching and tackles any underperformance. Governors make sure that all safeguarding measures meet requirements and that pupils are kept safe.

## 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

<b>Unique reference number</b>	122005
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	406071

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

<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>	58
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jane Thorpe
<b>Headteacher</b>	Jane Lawrence (Interim)
<b>Date of previous school inspection</b>	19 October 2010
<b>Telephone number</b>	01832 733221
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