

# Woodham Ley Primary School

Rushbottom Lane, South Benfleet, Essex, SS7 4DN

**Inspection dates** 27–28 June 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils make good progress from low starting points to attain standards that are broadly average at the end of Year 6. Pupils make accelerated progress particularly in reading and writing. As a result attainment is rising rapidly.
- The majority of teaching is at least good especially in Reception and Year 6 where almost all teaching is outstanding. Teaching is good because realistic, but challenging targets are set for teachers, and those new to the school are supported well.
- The quality of teaching and learning has risen, as a result of detailed monitoring that has led to well-considered training for staff.
- Behaviour is excellent. Pupils enjoy school, feel safe and are very keen to learn.
- There is a positive atmosphere in the school as a result of strong relationships between pupils and teachers.
- Robust, accurate self-evaluation is used effectively in the school development plan. As a result, sustained improvement has taken place and is continuing as the school focuses on the next priorities.
- Leadership and management are outstanding. The school has an accurate view of its strengths. The very effective governing body and headteacher ensure that all leaders and managers make a strong contribution to school improvement.

### It is not yet an outstanding school because

- There is not sufficient outstanding teaching.
- Progress in mathematics is not always as good as it is in English.
- Teachers occasionally do not ensure that all questions and tasks are set at the right level for individual pupils throughout the entire lesson for them to do their very best.

## Information about this inspection

- The inspector observed the school's work and looked at a number of documents, including the school's data on pupils' current progress, leaders' reports on lesson observations, the school's improvement plan, planning and monitoring documents, documents relating to safeguarding, and records relating to behaviour and attendance.
- The inspector observed 12 lessons and saw all classes in operation. Two of these observations were conducted jointly with the headteacher. The inspector also observed playtimes and lunchtimes.
- Discussions were held with pupils, governors, senior and middle managers, and parents and carers, and pupils were heard reading.
- The inspectors received the views of staff through 18 responses to the inspection questionnaire and took account of the 47 responses to the parents' on-line survey (Parent View).

## Inspection team

Terry Mortimer, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This is a smaller-than-average primary school.
- The vast majority of the pupils speak English as their first language and there is a small minority of pupils from a variety of ethnic and cultural heritages.
- The proportion of pupils supported by the pupil premium, (extra government funding for pupils known to be eligible for free school meals, children looked after by a local authority, and those from service families) is below the national average.
- The proportion of disabled pupils and those who have special needs supported through school action is well below average, and the proportion supported at school action plus or through a statement of special needs is below average.
- 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 achievement in mathematics so that it is in line with achievement in reading and writing by:
  - giving pupils more opportunities to do practical and problem solving activities in mathematics
  - applying these skills in other subjects.
- Improve the quality of teaching so that more is outstanding by:
  - sharing across the school the exemplary practice seen in the best lessons
  - ensuring that teachers focus continuously on pupils' individual targets in order to accelerate progress towards these targets
  - setting work which challenges all pupils to achieve the highest standards of which they are capable.

## Inspection judgements

### The achievement of pupils is good

- Children start in the Nursery with skills and understanding that are below the levels expected for their age. They make good progress in the Nursery and Reception, and start Year 1 with a range of skills in line with expectations. This good progress is due to the considerable opportunities for them to make decisions and to be adventurous. In the Reception class, learning flows freely between indoors and outdoors so that the children experience a wide range of challenging activities.
- The children develop good knowledge of phonics (letters and the sounds they make) through many exciting activities which promote speaking and listening as well as reading. A good example was seen when 'Flora a cousin of Dora' visited the children to enlist their help in her jungle exploration, and writing about her adventures, but did not know how to use English money. The children used their skills in recognising numbers and patterns as they explained about the money to 'Flora'. They also make good progress in their physical, personal and emotional development in response to a variety of creative activities, such as in the 'Jungle'.
- Pupils in the Reception class and in Years 1 and 2 learn phonics systematically and effectively. In the national Year 1 phonics check last year, pupils achieved marks in line with pupils of a similar age nationally and this year the results show that well over three quarters of the cohort achieved above the average.
- Standards have been rising over the last three years, although there was a dip in Key Stage 2 results in 2012. The school's data, confirmed by the findings of this inspection, show that as pupils move through the school progress is accelerating. In 2013 by the end of Year 6, standards are high in reading, writing and mathematics and progress is good. This is a big improvement on 2012. However, progress in reading and writing is slightly faster than in mathematics due to a whole school focus on improving pupils' writing over the last few years. Mathematics is now the priority focus in the school's plans.
- A good range of writing across the curriculum allows pupils to practise and extend their skills. The use and application of mathematical skills is not as well developed and so pupils' progress in mathematics is not accelerated to the same extent.
- Disabled pupils and those who have special educational needs make good progress both in comparison with their peers and with national expectations. This is because adults successfully use appropriate resources and ask questions that help excite them and sustain their concentration and learning in lessons.
- Pupils supported with pupil premium funding in 2012 made progress at a rate similar to other pupils as a result of the support they receive in lessons and targeted teaching. The progress of these pupils in 2013 is greater than in 2012, as is shown in the current data, and the gap in attainment between the very small number of pupils eligible for pupil premium funding and other pupils is beginning to close.

### The quality of teaching is good

- The quality of teaching is good and results in good progress over time. The large majority of those parents and carers who responded to the school's survey or spoke to inspectors recognise that teaching is good.

- Teachers give pupils plenty of chance to share their ideas, developing reasoning and thinking skills well. For example, during the inspection, pupils made good progress in understanding the interrelationship between decimals, fractions and percentages because the teacher encouraged everyone in the class to discuss their answers and set up a challenging activity which required discussion and cooperation.
  - The Nursery and Reception classes are well-organised and inviting spaces where a range of interesting tasks nurture imagination and encourage children to try things out for themselves. In the Reception class children's independent learning activities are usually connected well to the topic theme to help them make links between the different areas of learning. Staff check carefully how well children are doing and quickly give extra help to those who need it.
  - Relationships are good, pupils' efforts are valued and behaviour is managed consistently well. Classrooms have useful displays to help pupils with their learning. Teachers praise pupils' contributions and follow up with good questions to extend their understanding.
  - A common feature of teaching is the way lessons are organised to ensure all groups of pupils make good progress. In the best lessons teachers challenge pupils and the lesson moves at a pace that encourages learning, they ask searching questions and then guide pupils to work things out for themselves. For example, in a Year 6 lesson pupils were guided skilfully into knowing what the author meant when writing the story, and then challenged to explain the meaning of words within the text and find an alternative without the use of a thesaurus.
  - Teachers also set tasks that are generally matched well to pupils' ability. For example, in an English lesson the teacher set one group working to solve a challenge consolidating what they had learnt in earlier lessons. Meanwhile, the teacher introduced the rest of the group to a task in which some pupils needed extra support following the marking of their previous work.
  - Where teaching is occasionally not so effective, the tasks given to pupils do not sufficiently identify individual needs and this holds back the progress of some towards reaching higher levels in their work.
  - Teachers check the work in pupils' books conscientiously. Their comments show pupils clearly how well they are doing while pointing out what they need to do to improve. Pupils understand the marking scheme and say that it helps them to know the next steps in their learning. Targets in their books help focus the pupils to improve.
  - Through the well planned curriculum, teachers provide a language-rich environment and an emphasis on writing that supports the needs of all. Visits to places of interest, and visitors to the school stimulate pupils to learn and develop their writing skills and also enhance their spiritual, moral, social and cultural development. For example, pupils visited a Mexican restaurant to learn about Mexican food as a stimulus for their topic.
  - Teaching assistants are fully involved in lessons, working skilfully with small groups or individuals. They often work closely with lower attaining pupils, disabled pupils and those who have special educational needs, building pupils' confidence and helping them to understand their work. Many pupils also receive additional teaching to help them to catch up when they fall behind.
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**The behaviour and safety of pupils are outstanding**

- Pupils work together happily and support each other well in this calm environment where everyone has a strong sense of being part of the school community. Parents, carers and staff strongly agree. Pupils say they are happy, take their work very seriously, listen closely in lessons and endeavour to succeed. They recognise the school helps them to succeed, summed up by this pupil's comment, 'The teachers are always giving us help to get on.'
- Behaviour is excellent. Pupils know the difference between right and wrong because the school promotes their moral development very well. They have a very strong sense of fairness and are very supportive towards those who find it more difficult to behave well. The school's logs show these pupils make good improvement over time.
- Pupils fully understand the school's rules and accept them willingly. They recognise that they all have the three rights – for respect, learning and safety. They are considerate and respectful to adults and each other and they respond consistently to the high expectations of the staff.
- Pupils are able to talk maturely about how to stay safe. They know the different forms of bullying and have every confidence in the school to deal with it promptly if it occurs. Discussions in 'Smart' assemblies and lessons help pupils to understand how to handle any concerns.
- The school creates a very strong sense of belonging in which all share. Pupils take a keen interest in new experiences and enjoy the contact they make with other cultures. This helps them to understand lifestyles different to their own.
- The school's strenuous efforts to improve attendance have resulted in improving attendance year on year and this is currently above average. Pupils are keen to attend because as one said 'I love learning here, it is the best'.

**The leadership and management are outstanding**

- The headteacher, well supported by the deputy headteacher and other senior leaders, has a strong drive and commitment for the school to become outstanding and has worked tirelessly to make this a reality since he was appointed three years ago.
  - Highly effective action has been taken to address all previously identified areas for improvement. Measures to improve teaching through the management of teachers' performance and tight target setting have been effective, and teaching and learning overall have improved considerably since the last inspection. Senior leaders continue to build upon these improvements. Effective action has also been taken in the areas of behaviour and safety, and leadership and management, which contributes to the overall high performance of the school.
  - Arrangements for the management of staff performance are very thorough and effective. This includes regular and accurate observations of lessons and frequent meetings to review pupils' progress. Teacher performance is carefully linked to a training and support programme. Teachers are rigorously held to account for the progress of their pupils. Those pupils who are not progressing are quickly identified and support is put into place. This is tracked to check the impact of support. As a result, overall achievement has improved year on year. Teachers work closely together to continually improve the curriculum; this process has an input from the pupils.
  - The close monitoring of progress and development of each pupil demonstrates the school's
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commitment to equality of opportunity. The school has good links with parents and outside agencies which mean that there is good understanding and support for the needs of the individual.

- Parents and carers are overwhelmingly positive about the leadership and would recommend the school. The inspection evidence shows that this is a justified picture. The leadership has moved some aspects of the school from satisfactory to good and some from satisfactory to outstanding since the previous inspection in 2011.
- The local authority has provided appropriate and effective support, including governor training and regular monitoring which has been valued by the school. A review dated June 2013, noted that the leadership drive and focus on actions taken have brought about very clear improvements.

■ **The governance of the school:**

- Governors are highly effective, determined and ambitious in the drive for improvement. They know the school very well, have a detailed programme of visits to check the school's effectiveness and are able to offer high levels of support and challenge. Governors are well informed about pupils' achievement and their welfare and all aspects of school life, especially about the quality of teaching and learning. Governors know the staff well and how arrangements to manage staff performance are directly linked to pupils' progress, teachers' standards and salaries. The governors ensure the budget is wisely spent and that all funding including the pupil premium is having a positive impact on pupils' achievement. Governors ensure that all statutory requirements regarding safeguarding and child protection are met.
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## 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>	114795
<b>Local authority</b>	Essex
<b>Inspection number</b>	400090
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	147
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Mills
<b>Headteacher</b>	Dave Walton
<b>Date of previous school inspection</b>	12 July 2011
<b>Telephone number</b>	01268 753652
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