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6 July 2015

Mark Prentice
Headteacher
Woods Loke Community Primary School
Butley Drive
Oulton Broad
Lowestoft
NR32 3EB

Dear Mr Prentice

Requires improvement: monitoring inspection visit to Woods Loke Community Primary School

Following my visit to your school on 3 July 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in March 2015. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- Develop the headteacher's strategic understanding of what senior leaders are doing to bring about improved outcomes for the pupils at Woods Loke. The headteacher needs to know what this looks like in practice around the school.
- Ensure that governors hold the headteacher to account.

Evidence

During the inspection, I met with you and other senior leaders, members of the governing body and a representative of the local authority. We discussed the actions taken since the last inspection and I carried out an extended tour of the school, accompanied by either you or members of your senior leadership team. We looked

at the quality of teaching, pupils' books and talked to pupils about their learning. I re-visited several classrooms throughout the day and also visited the playground at lunchtime. We evaluated the raising achievement plan and action plan and identified aspects of the plans that are already having impact on pupils' learning. Together with your senior leaders, we reviewed your provisional achievement data for 2015.

Context

Since the section 5 inspection, a member of the teaching staff has returned from maternity leave. The rest of the staff remains stable. Several teachers are leaving the school at the end of this academic year and their posts have been filled.

Main findings

Pupil achievement has improved as a result of rigorous tracking. Current data indicates that all pupils are making better progress and attaining above the national average.

The more able pupils are accelerating their learning and as a result are making better progress. Teachers are aware of the different ability levels within their classes and alter their teaching to accommodate these. Staff are mindful to the sensitivity around publically labelling pupils by ability and realise that all pupils require challenge.

Effective strategies are being adopted to improve subject leadership through a model of sharing strong practice within the school. Senior leaders, with comprehensive subject leadership experience, are supporting their colleagues to improve pupil outcomes in their subject areas. This model is reasonably new and there is no evidence of impact yet.

The quality of feedback is improving. All teachers have adopted the school's marking and feedback policy and highlight areas for improvement in pupils' work. Senior leaders are aware that this needs to be developed further, if pupils are going to use marking to improve their next piece of work.

Regular assessment in mathematics and English helps teachers to recognise pupils' gaps in understanding and these findings are used to ensure that the curriculum meets pupils' specific needs. The tracking of pupils' attainment and progress is rigorous and is improving learning outcomes. It also forms part of teachers' performance management targets.

Senior leaders monitor regularly the quality of teaching, through looking at pupils' work books, observing lessons and talking to pupils. The results of this monitoring are shared with staff and are used to improve teaching. Leaders recognise that the school has historically been pro-active in seeking out strengths and areas for improvement, but has been slow to alter practice based on these findings.

Ofsted may carry out further monitoring inspections and, where necessary, further support and challenge to the school until its next section 5 inspection.

External support

The local authority has played a key role in supporting the school to improve. A Suffolk challenge partner has been allocated to the school and works with the senior leadership team and the headteacher. Governors have accessed a broad range of training opportunities including induction, safeguarding and finance. Staff have also accessed training in improving curriculum delivery.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Suffolk.

Yours sincerely

Deborah Pargeter
Associate Inspector

The letter should be copied to the following:

- Appropriate authority - Chair of the Governing Body/Interim Executive Board
- Local authority – including where the school is an academy