

# Woodford Church of England Primary School

High Street, Woodford, Kettering NN14 4HF

## Inspection dates

10–11 May 2016

## Overall effectiveness

**Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Inadequate

## Summary of key findings for parents and pupils

### This is a good school

- The highly aspirational headteacher has successfully implemented rapid changes which have improved the quality of teaching and resulted in improved outcomes for pupils.
- Senior leaders, including governors, have an accurate view of the school's strengths and what needs to be improved further.
- Teaching is good across the school. Teachers plan lessons that are well matched to the needs of the pupils. As a result, most pupils make good progress.
- Teachers and teaching assistants consistently follow the school's approach to promoting high expectations of behaviour and learning. Pupils are aware of what is expected of them and attitudes to learning are strong.
- The curriculum is exciting and engaging for the pupils. Pupils enjoy the range of trips and activities that are provided to make learning interesting and fun.
- Pupils enjoy school. They have positive relationships with the staff, who provide good role models so that pupils are polite and behave well in and around school.
- Pupils feel safe in school. They are confident that someone will take good care of them.
- Children make a good start to school life in the early years. Provision has improved since the last inspection to the extent that it now promotes learning effectively.

### It is not yet an outstanding school because

- Governors have recently extended their monitoring role but there is still scope for them to hold school leaders to account with greater rigour.
- The school's plans for improvement do not address all of the work the school undertakes.
- The leadership of some subject areas is not fully developed.
- Occasionally, teachers do not intervene quickly enough to make sure all pupils are sufficiently challenged.

## Full report

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

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

- Strengthen leadership and management by:
  - ensuring that all governors have a full understanding of their roles and responsibilities and carry them out effectively
  - addressing all aspects of the school's work in improvement plans so that actions can be coordinated and evaluated against clear criteria, enabling governors to hold leaders fully to account
  - developing the leadership of all subjects so that it is as effective as that seen for English and mathematics.
- Improve outcomes for all groups of pupils by ensuring that:
  - the recent rapid rates of progress are sustained so that the proportion of pupils exceeding national averages for attainment and progress is improved
  - teachers step in quickly when they notice that pupils are capable of achieving more.

## Inspection judgements

### Effectiveness of leadership and management is good

- Since the previous inspection, the highly effective headteacher has successfully developed a strong and committed staff team who share a consistency of approach to teaching and learning and who have high expectations of pupils across the school. This has been instrumental in improving outcomes for pupils.
- The headteacher is ably supported by leaders of the early years, English and mathematics. These leaders have an accurate view of the strengths and weaknesses in their areas of responsibility. They have systematically improved the quality of teaching by providing training for staff and improving the range of resources available to support learning.
- The headteacher also has responsibility for pupils with special educational needs or disability. She keeps a careful track on the progress of pupils and communicates well with parents and other agencies appropriately so that the provision and support pupils receive best suits their needs.
- Leaders regularly visit classrooms, and scrutinise pupils' work and information about their progress. They check whether the school's agreed approaches to behaviour and teaching are being consistently applied. This enables them to bring about improvements to the quality of teaching and learning.
- Leaders use the performance management of teachers to good effect. They make sure that teachers receive training that will improve their practice. Governors are not afraid to withhold a pay increase if they believe it is not appropriate.
- Leaders make effective use of the primary school sports premium to enable additional sports such as archery to be made available to pupils. Older pupils are trained as sports leaders and organise games for younger pupils at lunchtimes. This encourages pupils to take responsibility and play a role in the life of the school.
- Leaders use the pupil premium funding effectively. This is additional funding for disadvantaged pupils who are known to be eligible for free schools meals and those who are looked after by the local authority. Leaders track the progress of these pupils closely and make sure that any additional support they receive, both in lessons and outside the classroom, is having a positive impact on pupils' learning. There is a family support worker who engages effectively with families who need additional support.
- The curriculum is interesting and engaging for pupils. Topics are introduced with a 'sparkling start', which might include pupils visiting a place of interest. Parents are often invited into school to celebrate the 'fabulous finish', which is typically an assembly to share pupils' learning.
- Leaders incorporate pupils' understanding of British values through promoting the school's own stated values, such as kindness and friendship, which are developed well. However, pupils' understanding of values such as democracy and their understanding of cultures and religions that are different from their own are less well developed.
- Since the previous inspection, school leaders have responded well to the support they have received from the local authority and the Pilgrim Learning Trust. They work closely with local schools to share good practice and make sure that their assessments of pupils' progress are accurate. Importantly, this has developed the capacity of leaders to make improvements in their areas of responsibility.
- Almost every parent who responded to the online survey, Parent View, and those who spoke with the inspector praised the improvements that have taken place since the previous inspection. One parent typified the views of many, saying of the staff, 'I have so much confidence in them'.
- Self-evaluation is detailed, thorough and accurate. The school's plans for improvement have focused on addressing the issues raised at the previous inspection. Leaders are keen to broaden this to make sure that plans incorporate all aspects of the school's work, with clear timescales and success criteria so that governors can hold school leaders to account much more rigorously than they have done in the past.
- As this is a small school, each teacher is responsible for leading several subject areas. Although there have been some developments in all subjects, leaders have focused primarily on improving teaching and outcomes in English and mathematics. Leaders are now well placed to use their skills to give greater attention to improving provision across all subject areas.
- **The governance of the school**
  - Governors are ambitious for the school. They want the pupils to do well. They have a clear view of the strengths of the school and which areas can be improved further. They understand how the recent improvements in the quality of teaching and learning are having a positive impact on progress for pupils.

- Recently, three new governors have been appointed and training is planned to make sure they understand their roles and how to carry out their responsibilities effectively.
- Minutes of governing body meetings show that they are asking challenging questions of school leaders, and the governors recently stepped up their monitoring role so that they are checking the work of the school more closely for themselves. There is scope for governors to improve this aspect of their work so that they are well placed to hold all leaders to account stringently.
- The arrangements for safeguarding are effective. The headteacher makes sure that staff receive the appropriate training so that they know what to do to raise any concerns they have. Pupils say that someone would listen to them if they were worried and they feel safe in school, a view supported by their parents.

## **Quality of teaching, learning and assessment is good**

- Since the previous inspection, there have been significant changes to the teaching staff team. All three classes in key stages 1 and 2 are taught by teachers who have joined the school since it was last inspected. The quality of teaching, learning and assessment is now good across the school.
- The headteacher has introduced a consistency of approach to lessons so that pupils know what to expect and know what will be expected of them. Teachers use a common language such as 'slant', which stands for 'Sit up straight; Listen actively; Ask and answer; Nod or respond; Track the speaker' to bring pupils quickly and effectively to attention. When teachers say they will 'cold call' a pupil, pupils know that anyone in the class could be chosen to give an answer. This encourages full participation from the pupils.
- Teachers use assessment to good effect to plan lessons that build upon pupils' previous learning. Pupils have a choice in almost all lessons about the level of difficulty of the work they complete. Teachers skilfully ask questions and check pupils' understanding to make sure that pupils choose a task that will reinforce learning or build on what they already know and can do. Pupils say that they do not choose work that will be too easy for them because 'we like to challenge ourselves'.
- Phonics is taught well. Teachers correctly enunciate sounds and words and encourage pupils to do the same. Teachers use their assessment of pupils' phonics skills to plan the next steps for individual pupils' learning well. For some pupils, this means they join a different class for their phonics lessons because this best suits their needs. Pupils are welcomed into other classes and they join in sensibly. As older pupils develop their reading skills further, they have favourite authors and enjoy receiving books as rewards for completing the class reading challenges.
- There are good relationships between staff and pupils. Lessons are lively and engaging for pupils. Teachers and teaching assistants encourage pupils to 'have a go' and praise is used well to encourage pupils to do well. Pupils work together and support each other willingly.
- Pupils have clear targets for improvement in English and mathematics, which they understand. Teachers provide a range of prompts for writing around the classroom. They make sure that a wide range of mathematical resources are close at hand. Pupils find their targets and the resources teachers provide helpful when they are grasping new concepts or improving their work.
- Occasionally teachers do not step in quickly enough when a pupil is ready to move on to a more difficult stage of their learning. When this happens, progress for these pupils is limited.
- Teachers' and teaching assistants' subject knowledge is strong and they usually use the correct technical language, for example when teaching mathematics, which means that pupils understand the concepts that are being taught. However, just occasionally, they use incorrect vocabulary and this causes confusion for some pupils.

## **Personal development, behaviour and welfare**

**is good**

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is good.
- Pupils have positive attitudes to their work. They settle quickly at the start of lessons. When they are asked to tidy away equipment, they do so without fuss. When they work in pairs or groups, they listen to each other's views and ideas, taking turns sensibly. This means that no time is lost during lessons.

- Pupils enjoy taking responsibility around the school. For example, older pupils plan and lead assemblies for the whole school, organise mini-golf for younger pupils and collect registers.
- Pupils understand the importance of a healthy lifestyle. They talk knowledgeably about the importance of a balanced diet and exercising. The breakfast club encourages pupils to be healthy, offering a breakfast and physical activity before the start of school. Pupils at the breakfast club said, 'It sets us up for the day'. Older pupils have produced leaflets for their younger peers to help them understand about a healthy lifestyle, including a healthy diet, exercise and addressing the importance of looking after your own mental health, in an age-appropriate way.
- Pupils say that they feel safe when they are in school. They say that bullying is very rare, but that if it did happen, they are confident that an adult would help them. As one pupil explained, 'They'd just sort it out for you'. Pupils are taught how to keep themselves safe, such as when they are using the internet or cycling on the roads through the Bikeability scheme, and visits from the police teach pupils about stranger danger and safety around building sites.
- Pupils' spiritual, moral and social development is promoted through the school's values well. Pupils receive certificates for demonstrating values such as kindness in school. Pupils are reflective and respectful during assembly and they understand that rules must be followed. Pupils' cultural development is promoted through singing, the opportunity to play musical instruments and visits to museums and places of worship. However, pupils' understanding of cultures and beliefs that are different from their own is not as strongly developed.

### **Behaviour**

- The behaviour of pupils is good. The school is calm and orderly. Pupils spontaneously demonstrate their good manners when they are talking to adults and children alike.
- Teachers and teaching assistants have high expectations of behaviour in lessons. The headteacher has introduced a common approach to this for all classes, which is consistently applied by staff and understood by pupils. As a result, pupils know what is expected of them, for example in terms of listening and attention. Consequently, there is a high level of engagement in lessons.
- During breaktimes, younger and older pupils play together. There is a real sense of fun on the playground. Pupils use the wide range of toys and equipment that the school provides with care. Older pupils successfully help the very youngest children to fly a kite or play catching games. At the end of playtime, pupils quickly put the toys away, line up and come into school without any fuss.
- Overall attendance is above average and rising. The headteacher has introduced rewards for good attendance. Pupils might receive a book token for full attendance. However, despite the headteacher's efforts, the attendance of a few pupils has not improved as well as that of others.

### **Outcomes for pupils**

**are good**

- Since the previous inspection, outcomes for pupils have risen. The proportion of pupils attaining the expected standard in phonics at the end of Year 1 is now above the national average.
- The proportion of pupils achieving the expected levels by the end of key stages 1 and 2 in reading, writing and mathematics rose markedly in 2015 so that they are closer to the national average and above the national average for key stage 2 mathematics.
- The proportion of pupils achieving the higher levels at key stage 2 also rose for reading, writing and mathematics in 2015, but this has not quite reached national averages due to a legacy of weaker teaching in the past.
- School information shows that pupils are making expected and often better than expected progress in all year groups in reading, writing and mathematics this year. Pupils' books confirm the strong progress that is now being made.
- As Woodford is a very small school, with sometimes five or fewer pupils in a year group, it is not possible to report on the progress of groups of pupils in each year group without identifying them. However, school leaders analyse the progress that all pupils are making regularly. Their analysis shows that disadvantaged pupils and those with special educational needs or disability are making at least expected progress, and for many disadvantaged pupils, the attainment gap between them and other pupils is closing.

- School information and pupils' books show that the most-able pupils make good progress and more pupils are now reaching the higher levels than in 2014.

## Early years provision

**is good**

- Leadership in the early years is good. The leader has a clear understanding of the strengths of the provision and what she wants to do to improve it further. She has benefited from support from local schools by sharing good practice. She has welcomed the advice she has received to bring about improvements to the provision in the early years. Consequently, the environment is now effective in promoting learning.
- Most children start school in the Nursery or Reception class with skills, knowledge and understanding that are generally typical for their age. The school's assessment information shows that most children make good progress from their starting points. The proportion of children achieving a good level of development rose markedly in 2015, so that it was above the national average. School information shows that the proportion of children achieving this level is likely to be above the national average again this year. As a result, children are ready to make a confident start to Year 1.
- Children's books and learning journeys show that all groups of children, including those who are disadvantaged, make good progress from their different starting points. This is because teaching is well matched to children's ability.
- The teacher provides activities that interest and engage children well, planning learning that is closely linked together so that it makes sense for children. For example, having visited a farm recently, some children were being supported well to write thank-you letters, some children played with a small-world farm, and others could access the outdoor area for writing about farms.
- Children behave well. The teacher and teaching assistants are good role models for spoken language and for good manners. Consequently, the children behave well and are polite to each other and adults.
- Children are cared for well. The teacher and teaching assistants encourage the very youngest children to be independent, such as when they are putting on their coats.
- Occasionally, despite the broad range of activities to develop different skills for children, the teacher and teaching assistants do not intervene quickly enough to introduce additional challenge so that children who are capable of achieving more can learn to do so. This slows progress for some children.
- The leader has made sure that parents can contribute to the assessments of their children. Parents are invited into school for 'Parent Share' sessions to enjoy looking at their child's work and to share with the teacher the progress that their child has made. The leader has rightly identified that this is an area that can be improved and she has put plans in place that will enable more parents to get involved next year.

## School details

<b>Unique reference number</b>	122005
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	10011676

This inspection 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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	75
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jane Thorpe
<b>Headteacher</b>	Jane Ransome
<b>Telephone number</b>	01832 733221
<b>Website</b>	<a href="http://www.woodford.northants.sch.uk">www.woodford.northants.sch.uk</a>
<b>Email address</b>	<a href="mailto:head@woodford-ce.northants-ecl.gov.uk">head@woodford-ce.northants-ecl.gov.uk</a>
<b>Date of previous inspection</b>	26–27 February 2015

## Information about this school

- This school is much smaller than the average-sized primary school.
- Children can attend the nursery on a part-time basis in the mornings.
- The proportion of pupils who speak English as an additional language is much lower than the national average.
- Almost all pupils are of White British heritage.
- The proportion of pupils who are entitled to pupil premium funding is slightly higher than average.
- The proportion of pupils with special educational needs or disability is higher than average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress by the end of key stage 2 in reading, writing and mathematics.
- The school has close links with the Pilgrim Learning Trust, which has provided support for leadership.
- The school's website is compliant, containing all the information for parents that the government requires it to.

## Information about this inspection

- The inspector observed 10 lessons, or parts of lessons, almost all of which observations were conducted jointly with the headteacher.
- The inspector looked at pupils' books with the headteacher and observed pupils during breaktime, assembly and at the breakfast club.
- The inspector considered a range of documentation, including the school's documents relating to safeguarding, plans for improvement and self-evaluation, minutes of governing body meetings, reports from the local authority and schools that have supported Woodford.
- The inspector met with three governors, including the chair of the governing body, and spoke with several pupils, and the leaders of English, mathematics and the early years.
- The inspector spoke with a representative of the local authority on the telephone.
- The inspector spoke with parents as they brought their children to school in the morning and considered the views they shared through 17 responses to the online survey, Parent View. The inspector also considered the views of staff and pupils through the online surveys.

## Inspection team

Di Mullan, lead inspector

Her Majesty's Inspector



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