

# Woods Loke Community Primary School

Butley Drive, Oulton Broad, Lowestoft, Suffolk NR32 3EB

## Inspection dates

25–26 April 2017

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher, senior leaders and governors have successfully improved pupils' achievements since the last inspection.
- The quality of school self-evaluation is strong. Leaders at all levels know where the strengths of the school lie and where continuing improvements need to be made.
- Most groups of pupils make good progress in English and mathematics, and across a wide range of other subjects. Progress and outcomes in physical education and science are particularly strong.
- The curriculum prepares pupils well for life in 21st-century Britain. Pupils are given a wide range of opportunities to learn about democracy, freedom of speech, respect for the law and the role of Parliament.
- The safety and welfare of pupils are effective in ensuring that pupils feel safe and valued in school. The school has good systems in place to support the needs of vulnerable pupils and their families.
- The quality of education in the early years is good. Effective leadership ensures that children make good progress from their starting points.
- Disadvantaged pupils make good progress during their time at school as a result of high-quality teaching and effective additional support.
- The partnership with parents has been developed well. Parents are overwhelmingly supportive of the school and appreciate the effort the school makes to involve them as partners in their child's learning.
- The quality of teaching is good and improving. The teaching of mathematics is particularly effective because of the good subject knowledge of teachers, effective planning and high levels of challenge for most groups of pupils.
- The most able pupils and those with average starting points do not consistently receive sufficiently demanding work in writing or enough opportunities to develop writing skills across the curriculum.
- There is some inconsistency in the quality of teaching in writing, including in providing helpful feedback. Improvement plans in this area are not being fully followed by teachers.
- The quality of presentation in pupils' books is inconsistent, varying considerably from class to class.

## Full report

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

- Improve the consistency of teaching, learning and assessment by:
  - continuing the recently developed staff training programme for new and developing teachers so that their teaching matches the best practice that exists within the school
  - having consistently high expectations for the way pupils present their work in all year groups
  - ensuring that teachers in all year groups have equally high expectations for the quality of written work in subjects other than English
  - ensuring that all teachers follow the school's policy on providing feedback to pupils relating to the quality of their writing.
- Accelerate the rate of progress in writing for the most able across the school by:
  - giving more time and opportunity to pupils in Years 1, 2 and 3 to practise writing at length
  - checking that the improvement plans developed by leaders for writing are consistently followed by all members of staff.

## Inspection judgements

### Effectiveness of leadership and management

Good

- The new headteacher, who was appointed in September 2017, has developed a vision which sets clear and high expectations of staff and pupils. He has involved the school community very effectively in developing the new vision. As a result, staff, pupils, parents and governors are fully behind it, and there is a positive, forward-looking culture in the school.
- The partnership that has been developed between the headteacher, deputy headteacher, senior staff and governors has resulted in a school culture that wants to continually improve.
- The headteacher knows the school's strengths and areas for development well. He has put in rigorous systems to check on the quality of teaching and monitor the progress that pupils make. Information from these checks is reported accurately to governors and used to plan the next steps in pupils' learning.
- Middle leaders know their subjects well, including the strengths and weaknesses. They visit classrooms frequently, look at books and talk to pupils as they make judgements about what is working well and what needs to be improved.
- The programme of staff development introduced in September has been effective. Strong links have been made with a nearby outstanding school, sharing good practice. Training plans have been put in place to support the development of new teachers and those who need to improve their performance further. Teaching has improved considerably since the previous inspection but there is still some inconsistency in the quality of teaching, particularly with respect to writing.
- The school's curriculum is suitably broad and balanced. There is good coverage of a wide range of subjects that are studied in detail. A range of curriculum activities are provided so that pupils can develop a good understanding of life in 21st-century Britain. This includes teaching pupils to value different cultures and understand the role of democracy in Britain.
- Teachers' performance management is robust. Leaders have linked challenging targets for individual teachers to school improvement objectives, and provided appropriate training and support to help all teachers reach their targets. Governors understand the system well and ensure that any pay rises are linked appropriately to performance. Governors ensure that performance management of the headteacher is appropriately challenging.
- Leaders make effective use of the pupil premium funding to support disadvantaged pupils, and regularly review the impact of this support. Leaders have high expectations of what disadvantaged pupils can achieve and, as a result, the progress made by these pupils matches closely the progress made by others from similar starting points.

- The primary physical education and sport premium is spent effectively. Leaders and governors have a clear plan for how the money should be spent and what the impact should be. They have set challenging goals to reach high standards in competitive sport and to support more pupils to take part in extra-curricular activities. This has resulted in notable successes such as with the cross-country and basketball teams who have represented the school successfully in a number of competitions.
- Provision for pupils who have special educational needs and/or disabilities is well led and funding for this group of pupils is used effectively. The special educational needs coordinator supports learning across the school well so that pupils who have special educational needs and/or disabilities make good progress.
- The school promotes the development of pupils' spiritual, moral, social and cultural skills effectively. Pupils are taught to be good citizens within the community. The school council recently requested that the school becomes more involved in local charities, for example 'Keep Lowestoft clean'.
- Extra-curricular and enrichment activities are a strength of the school. There is a wide range of clubs that pupils can attend. A variety of visitors to the school contribute positively to class and assembly times.

### **Governance**

- Governance has improved significantly since the last inspection as governors are now fully aware of the strengths and areas for development within the school. They hold the headteacher to account well and make regular visits to the school to check up on systems for safeguarding and key school improvement aims.
- Governors expect middle leaders to attend meetings of the governing body or committees. Middle leaders make regular presentations about the progress being made, which ensures that governors have a thorough understanding of strengths and areas for development in each curriculum area.
- The chair of the governing body meets frequently with the headteacher so that any issues that have been identified are dealt with quickly.
- Governors attend a wide variety of training courses which strengthens their skills. Recent courses attended have been related to monitoring school performance, safeguarding and the 'Prevent' duty.
- Governors' monitoring of the school's performance management system is effective. They check carefully the reasoning behind any pay awards offered to staff and ensure that good value for money is obtained.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- The school's culture is focused on making Woods Loke a safe place to be. Pupils say that adults are kind and caring, and that it is easy to talk to them if they have a problem.

- Staff are trained well and are vigilant in checking that pupils feel safe and are well looked after. The system for reporting concerns is effectively managed and all staff know whom they should contact if they need to report any issues. Safeguarding referrals to local authorities and other appropriate agencies are made appropriately.
- Checks of the statutory requirements and procedures for the safe recruitment of staff by the school's safeguarding lead are rigorous.
- Leaders ensure that the case files of pupils are detailed, kept up to date and stored securely.

## Quality of teaching, learning and assessment

**Good**

- The quality of teaching, learning and assessment has improved since the previous inspection due to regular monitoring and evaluation, which identifies the strengths and weaknesses in practice. Targeted training and coaching are then used to enable staff to improve their practice.
- The teaching of reading skills is good. In the foundation stage, children make a good start with their early development of reading because of effective teaching, an encouraging environment and effective links with parents. The teaching of phonics in the early years and Year 1 has improved significantly this year so that more pupils are developing at an appropriate level than in previous years. The new library is excellent and good teaching in key stage 2 ensures that the progress pupils make in reading is broadly in line with national averages for all groups of pupils.
- Pupils in all year groups enjoy their mathematics lessons. There are many strengths to the teaching of mathematics. These include the good subject knowledge of teachers, effective planning of activities for the most able pupils, high expectations of what pupils can achieve and the opportunity to develop resilience in mathematical learning by encouraging pupils to tackle difficult problems with no obvious answer.
- In Year 5 and Year 6 classes, pupils are able to solve a range of equations. High-quality questioning encourages them to think deeply about the different ways they can solve problems. Pupils are given sufficient time to 'puzzle' over problems that they were finding hard. Additional groups outside the classroom are given excellent support to work at a level that is above what would normally be expected for these year groups.
- Teaching assistants work effectively to support pupils and have a positive impact on learning. They work closely with class teachers and have a clear idea of how pupils should be supported in each lesson to achieve their learning targets.
- Teachers and teaching assistants have a good understanding of the needs of pupils who have special educational needs and/or disabilities. They set appropriate targets and provide high-quality support to ensure that these pupils make good progress.
- Classrooms are purposeful and present a positive learning environment. The relationships between teachers and pupils are productive and respectful. Many teachers demonstrate good behaviour management skills to keep pupils on track and ensure progress in lessons.

- There are some inconsistencies in the quality of teaching. In some classes, the most able are not challenged sufficiently to work at the higher levels, or given enough opportunities to write at length in order to practise the skills they have learned.
- There are also differences between classes in the expectations for the presentation of pupils' work. In most classes, pupils are expected to take pride in their work and present it neatly. In some classes, however, teachers do not challenge or correct work that is not of the pupil's best quality.
- The quality of written work in subjects other than English varies when teachers do not always fully follow the school's policy on providing feedback to pupils so that they know what to do to improve their work.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Throughout the school, pupils are polite, friendly and welcoming. They show high levels of respect, opening doors for one another and adults. Pupils speak clearly and confidently to visitors. They have a very clear understanding of right and wrong.
- Pupils feel safe at Woods Loke and the pastoral support team works tirelessly to ensure that every child is cared for. The partnership with parents in supporting vulnerable pupils is a real strength. Staff are extremely diligent in finding out how pupils feel and what issues are concerning them.
- Grandparent lunches with pupils are one way in which the school encourages pupils to have respect for, and value, their elders.
- Pupils support one another and work well together. They show high levels of enthusiasm for their work and have good levels of resilience when solving problems. Pupils learn to manage their relationships well. Pupils can sensibly resolve minor disputes between each other. Consequently, lessons are not disrupted.
- The majority of parents are pleased with the school. They appreciate the improvements that have been made this year and the effort that is made to involve them in their child's education. From the Nursery class upwards, most parents feel involved in the learning journey of their children.
- The school is effective in encouraging pupils to develop healthy lifestyles. The strong emphasis on physical education and the wide range of after-school and lunchtime clubs has a positive effect on their health and fitness.

### Behaviour

- The behaviour of pupils is good. Most pupils behave well in class. They display good manners and listen attentively to their teachers. Pupils respond quickly to teachers' instructions and very little time is lost in lessons due to disruptive behaviour.
- Pupils feel safe. They are aware of the different types of bullying that they may encounter, including cyber bullying. They trust staff to deal with any incidents quickly.

- Pupils attend school regularly and are on time. Effective support systems for pupils who are persistently absent have been put in place so that the number of these pupils has been reduced in recent years.

### Outcomes for pupils

**Good**

- Pupils make good progress in reading, writing and mathematics in key stage 1. In Year 1, the proportion who reached the expected standard in the phonics screening check was below the national average in 2016 but has improved this year due to a more systematic approach, good-quality staff development and increased targeted support for pupils who need additional help.
- By the end of Year 2, the proportion of pupils reaching the expected level in reading and mathematics is in line with the national average, while the proportion reaching the expected level in writing is higher than average.
- During key stage 2, pupils continue to make good progress in reading, writing and mathematics so that by the end of Year 6 results are broadly average in all areas. The proportion reaching the 'greater depth' level in writing is not as high as that in reading and mathematics, or when compared with the average.
- Disadvantaged pupils, including the most able disadvantaged pupils, make good progress throughout the school and achieve well at the end of Year 6. Good systems are in place to support these pupils. Teachers have high expectations of them, plan work carefully and provide additional support where it is needed, so that disadvantaged pupils usually achieve as well as other pupils in school.
- Pupils who have special educational needs and/or disabilities make good progress because planning for their needs is detailed and thorough. Strong leadership in this area ensures that expectations for pupils' progress are high. A wide range of support strategies are used and matched well to pupils' individual needs.
- Pupils read frequently and confidently. Pupils in the early years and Year 1 talked confidently about their books when reading to the inspector. A structured approach to reading has been adopted throughout the school and this leads to good progress. Pupils apply their phonic skills well when reading words that they do not recognise immediately. Older pupils choose a wide range of challenging books and are able to discuss aspects of writing, such as character development, story construction and writing to create differing emotions within the reader.
- Progress in a range of subjects is good and there are particular strengths in science, physical education and technology.
- While the most able pupils generally make the progress that is expected, in writing they are not challenged enough to reach the higher standards of which they are capable.

### Early years provision

**Good**

- Children make good progress in the early years. The proportion of children, including disadvantaged children, who reach a good level of development has risen over the last three years and is in line with the national average.

- The early years is managed effectively so that children have a good start to their education in the Nursery class. This continues in the Reception class so that all groups of children make good progress and most are prepared well for Year 1.
- A particular strength is the partnership that has been developed with parents. Teachers welcome parents at the door taking time to find out how the children are feeling. This good communication means that teachers and support staff react very quickly to any issues that might slow learning.
- Parents are welcomed into class on a regular basis to work with their children and are provided with opportunities to attend a wide range of parent sessions which provide information about different aspects of the learning. One parent typically commented to the inspector, 'It's such a lovely environment, the open door policy means there's nothing to hide.'
- The quality of teaching, learning and assessment in the early years is good. For example, in the Reception class, children are encouraged to develop their early writing skills through a wide range of stimulating activities. Detailed records are kept of what the children have achieved and their next steps in learning. These are used to provide the children with support so they can continue to improve their skills. Writing booklets for each child provide good evidence to show that children of all abilities are making good progress.
- Children are well behaved and maintain good levels of concentration. They are kind to one another, take turns and share the equipment well. Both indoors and outdoors, they use equipment safely.
- The school provides a safe and caring learning environment. Teachers and support staff know the children well and can talk confidently about each and every one's strengths and areas for development.
- Early years pupil premium funding is used to support disadvantaged children well so by the end of the early years the differences in outcomes between disadvantaged children and others have been minimised.
- Detailed plans are put in place to support children who have areas of learning where they need additional support. This is often in the areas of social and communication skills and in listening. This work is very effective.
- Leadership of the early years is impactful. Leaders employ innovative ideas to adapt teaching and learning activities to meet the additional needs of individual children.



## School details

Unique reference number	124641
Local authority	Suffolk
Inspection number	10031363

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	494
Appropriate authority	The governing body
Chair	Phillip Humphrey
Headteacher	Joel Crawley
Telephone number	01502 561 234
Website	<a href="http://www.woodsloke.suffolk.dbprimary.com">www.woodsloke.suffolk.dbprimary.com</a>
Email address	<a href="mailto:office@woodsloke.suffolk.sch.uk">office@woodsloke.suffolk.sch.uk</a>
Date of previous inspection	17 March 2015

## Information about this school

- The school meets requirements on the publication of specified information on its website.
- The new headteacher took up post on 1 September 2016.
- The school is much bigger than the average-sized primary school. Children join the early years in Nursery and move on to Reception in the term they turn five. About one third of the children in Reception transfer into Woods Loke from other schools.
- The proportion of pupils who have special educational needs and/or disabilities and require special educational needs support is below the national average.
- The proportion of pupils supported by the pupil premium is average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics at the end of Year 6.

## Information about this inspection

- Inspectors observed 31 lesson or parts of lessons, including lessons in Nursery, Reception, key stage 1 and key stage 2.
- A range of meetings were held with the headteacher and other leaders, and a group of pupils, governors and staff. Inspectors spoke with pupils throughout the day and with parents before school in the morning. The lead inspector spoke with an educational adviser from the local authority.
- Inspectors took into account 58 responses to Ofsted's online questionnaire, Parent View, including all additional comments made, which were discussed with the headteacher.
- A range of documentation was examined, including the school's development and improvement plans, safeguarding policies and records, and records of observations of the quality of teaching made by senior leaders.
- Inspectors looked closely at the work in pupils' exercise books. They listened to pupils read and talked to them about their work.
- The school's own records of pupils' progress were scrutinised.
- Inspectors interviewed several middle leaders.

## Inspection team

Duncan Ramsey, lead inspector	Ofsted Inspector
Richard Hopkins	Ofsted Inspector
Sally Taggart	Ofsted Inspector

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