

Inspection of Woodhall Primary School

Mayflower Way, Sudbury, Suffolk CO10 1ST

Inspection dates: 3–4 December 2019

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Outstanding

Leadership and management

Good

Early years provision

Good

Overall effectiveness at previous inspection

Not previously inspected

What is it like to attend this school?

Woodhall Primary School is a school for all children. In this highly inclusive school, pupils with a wide range of needs are warmly welcomed. Leaders are raising expectations and aspirations for all pupils, including those who are disadvantaged. Pupils are polite and enjoy positive working relationships with adults. Pupils are proud of their school and all that they achieve.

Pupils understand the importance of equality as all pupils have the same rights – ‘to learn, be safe and be respected’. Pupils know exactly how they are expected to behave. They say that bullying is rare and if they are worried there is always someone to speak to. Pupils think about the feelings of others and are taught to treat other people how they want to be treated themselves.

Pupils have many opportunities to develop their confidence and resilience. The play pod in the playground is a place where they can play and take risks in a safe environment. Pupils represent the school in sporting competitions and perform in musical events. They are proud to be sports and hall captains and members of the school and eco councils.

Parents are overwhelmingly positive about the school. They recognise how well their children are doing and value the support that they receive. One parent summed up the views of many saying that, ‘The school has a lovely warm, welcoming atmosphere with a real family feel. Everyone is always willing to listen and support if need be. My child loves his teachers and always talks about new facts he’s learnt.’

What does the school do well and what does it need to do better?

Pupils at Woodhall Primary School receive a good quality of education. Leaders provide pupils with a broad and interesting curriculum that prepares pupils well for life. They have developed plans that set out how teaching builds pupils’ knowledge and skills over time. The trust is providing good support to subject leaders in developing the curriculum further. The school ensures that pupils are given life experiences that they might not otherwise have. Pupils learn about different cultures and religions. Leaders ensure that pupils learn a wide range of words, and what they mean. Teachers meet with pupils with their books to check that pupils have remembered what they have learned.

Reading is a priority at this school. The teaching of phonics is well organised and effective. Pupils in Year 1 use their phonics knowledge well when reading and most can read confidently by the end of Year 2. Teachers spot pupils who fall behind and give them extra help to catch up. Teachers choose books carefully to link with different topics so that pupils develop a love of reading. Younger pupils enjoy visiting the reading café to read with Betty, the school dog.

There are strong links between reading and writing. Pupils are given a wide range of experiences to base their writing on. In key stage 2, pupils write well across many different subjects. There are less opportunities to write in early years and key stage 1, so pupils do not make as much progress in developing their writing skills early on.

Pupils' work in mathematics is well sequenced. Teachers model the steps in learning using visual resources. This supports pupils when they are working independently. Pupils work well together in pairs and small groups to discuss their learning and solve problems. Teachers use questioning well to check pupils' understanding in mathematics.

Disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND) are nurtured and helped to succeed in their learning. Leaders have a mindset that no-one is left behind. They understand the needs of the pupils and barriers to learning. The pastoral team supports pupils' behaviour, emotional development and welfare. This is a real strength. The school's 'thrive' approach supports pupils through challenge and crisis moments in their lives. Pupils build up their confidence and resilience because they know that adults will deal with any worries sensitively.

In early years, the children are happy and settled, with clear routines. The curriculum is planned to develop children's language skills and confidence. Adults provide resources and activities which capture children's interests within the classroom. However, there are fewer opportunities to learn in the outdoor area. Children show good concentration to see activities through. Adults intervene to support, assess and extend children's learning. For example, inspectors observed children using two-dimensional shapes to print their own pictures. An adult was working with other children by encouraging them to use the correct vocabulary to describe the properties of three-dimensional shapes. They are supported effectively to develop their mathematical skills.

Staff feel well supported both within the school and through sharing best practice with other schools within the trust. Leaders are considerate of teachers' workload. Governors work closely with leaders and the trust to monitor the school effectively.

Safeguarding

The arrangements for safeguarding are effective.

Leaders carry out the required checks on all adults who work with pupils at the school. Leaders are alert to the potential risks to pupils from 'county lines' activity and radicalisation. Staff know pupils and their families extremely well. Staff are well trained and vigilant. They know what to do if a pupil is at risk, and leaders are quick to follow up any concerns. The school works closely with a wide range of external agencies to support vulnerable children and their families. Pupils say that they feel safe in school. Staff also teach pupils how to keep themselves safe when using the internet.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils' achievement in writing is not as good as it should be in early years and key stage 1. To improve writing in these key stages, teachers need to plan greater opportunities for pupils to use their phonics knowledge and other resources to independently write about topics that interest them.
- In early years, leaders have made improvements to the classroom areas which have enhanced the opportunities for children to learn. Leaders should build on this to create more stimulating experiences in the outdoor area.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	143860
Local authority	Suffolk
Inspection number	10110193
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	410
Appropriate authority	Local governing body and trust's executive leaders
Chair of governing body	Hazel Crane
Headteacher	Matthew Fuller
Website	www.woodhallprimary.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- A new headteacher was appointed in September 2016.
- The school converted to an academy in January 2017, joining Unity Schools Partnership, which is comprised of 16 primary schools, 7 secondary schools and 2 special schools located on the Suffolk, Essex and Cambridgeshire borders. The trust board has delegated responsibility for monitoring the quality of education to its executive leaders who work with the headteacher the local governing body of the school to carry out this role.
- A higher-than-average proportion of pupils who are known to be disadvantaged attend the school.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- During the inspection, the inspection team met with the headteacher, the chief executive officer of the trust, senior leaders, the special educational needs coordinator, the children and family support worker and teachers from all year groups. Inspectors also spoke to several groups of pupils to talk about their

learning across the curriculum. Inspectors also met with the local governing body and an adviser from the local authority.

- Reading, writing, mathematics, history and art were considered as part of the inspection. Inspectors spoke to leaders of the subjects, visited lessons, spoke with pupils and teachers, and looked at pupils' work in order to understand the quality of education.
- Inspectors held meetings with the designated safeguarding leader, and spoke with pupils, staff and governors to check safeguarding arrangements. Inspectors also checked the school's processes for checking the suitability of adults who work with pupils and who visit the school.
- Inspectors considered the 47 parent responses to Ofsted's online and free-text survey, Parent View. Inspectors also spoke with parents on the playground at the beginning of the day.

Inspection team

Pauline MacMillan, lead inspector	Ofsted Inspector
Kathryn Herlock	Ofsted Inspector
Simon Harbrow	Ofsted Inspector

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