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Miss Jacqui Phillips
Headteacher
Woodville Primary School
Brent Avenue
South Woodham Ferrers
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Dear Miss Phillips

No formal designation inspection of Woodville Primary School

Following my visit with Heather Yaxley, Her Majesty's Inspector, to your school on 25–26 February 2020, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

This inspection was conducted under section 8 of the Education Act 2005 and in accordance with Ofsted's published procedures for inspecting schools with no formal designation. The inspection was carried out because Her Majesty's Chief Inspector was concerned about the quality of education at the school. We had not inspected this school since 2008.

The school remains outstanding.

Evidence

Inspectors looked at the teaching of reading, mathematics and science in detail, meeting with subject leaders, undertaking lesson visits and book scrutinies. They talked with pupils. They also considered the quality of education in other subjects.

Inspectors scrutinised the single central record and other documents relating to safeguarding and child protection arrangements. They met with senior leaders and subject leaders. They looked at evidence from the work of the governors and trustees and met representatives from the governing body.

Context

Woodville Primary School is a larger than average primary school. It is sponsored by the FennWood Academy Trust and is the only school in this trust. The school opened as an academy in December 2013.

The proportions of pupils eligible for free school meals, pupils who speak English as an additional language and those included in the register of special educational needs are all lower than average. However, the proportion of pupils with an education, health and care plan is greater than average. The school population is very stable, with low pupil mobility.

The last full inspection was of the predecessor school of the same name in March 2008, where the school was judged to be outstanding.

Content

Pupils at this school are very happy. They are confident learners. They are willing to give activities a go, even if they are hard. Pupils know that if they get something wrong, it does not matter. Adults will help them succeed.

Playtimes are enjoyable. Pupils play with a range of apparatus and equipment. They enjoy dancing to music. Adults and older pupils lead games for the younger ones. There are several quieter places to go if pupils want to.

Behaviour is excellent. During our visit, no disruptive behaviour was seen. Pupils who find it difficult to manage their emotional responses and behaviour are very well supported by adults. Bullying is rare. Pupils are confident that adults sort out any problems quickly.

As pupils get older, they are democratically elected to positions of real responsibility. There is a wide range of pupil leadership roles. Pupils work with their peers from other schools locally in joint school council meetings. They meet with members of the town council, to advise on issues that affect them. Pupils actively promote being healthy through helping lead initiatives such as the '3PR' (three parking rules) that encourage pupils and parents to walk at least some of the way to school.

The quality of education is very strong. For all subjects, there are clear progression maps used by teachers. These give teachers clarity over what they need to teach. Pupils' work is carefully sequenced into well planned steps that build up learning over time. Pupils remember their previous learning and are able to apply this to new ideas.

Subject leaders are passionate about their subjects. Senior leaders have given them training and support, making them highly effective in their roles. Subject leaders monitor what pupils are learning through short and focused lesson visits, book

scrutinies and discussions with pupils and staff. Using this information, leaders have given staff high-quality training. This has developed the confidence of staff in delivering the curriculum.

There is an open culture in the school. Teachers feel able to seek advice when they need it. They feel extremely well supported by both subject and senior leaders. Reviews of marking policies, while being focused on what will be best for pupils, also take into account staff workload.

Core skills, such as reading, writing and mathematics, are a priority right from the start of the school. Children in Reception read, write and use mathematics in different contexts, both through play and with adults. For example, during the inspection, as it was Shrove Tuesday, children were retelling 'Mr Wolf's Pancakes'. They were writing recipes for pancakes and measuring out 'ingredients' using play dough.

Reading is taught very well. Pupils love reading as a result of the high-quality texts they read individually and in class. The strong teaching of reading is explicitly linked to that of writing. Pupils enjoy a range of activities, such as drama and role play. These are used as the basis for high-quality pieces of writing.

A key feature across all areas of the curriculum is the emphasis on pupils being able to debate, discuss and, where relevant, explain their ideas in writing.

The school puts in place provision that goes well beyond the core academic curriculum. There are many visitors into school and visits out. There is a wide range of extra-curricular clubs. Strong links with the local secondary school help enhance what is on offer to the pupils, for example making use of the science and physical education specialist facilities.

Pupils with special educational needs and/or disabilities are well supported in this school. Both they, and any lower attainers, are adeptly brought along with the whole class' learning so that they do not fall behind. Support can be in the form of adapted tasks, extra equipment or adult help. Teachers quickly spot and correct any misconceptions.

The majority of pupils are working well above the expected standard for their age across the curriculum. Leaders are working to further increase the number that achieve well above this standard.

Safeguarding is effective. Any reported concerns are dealt with appropriately. There is a strong culture of safeguarding, building on the positive relationships that staff have with the pupils in their care. Leaders recognise that the system in place previously for keeping records was not as thorough and detailed as it should have been. Their new system is working well. All appropriate employment checks have been made.

As a result of this inspection, there is no change to Ofsted's judgement of the school's overall effectiveness.

I am copying this letter to the chair of the board of trustees, the regional schools commissioner and the director of children's services for Essex. This letter will be published on the Ofsted website.

Yours sincerely

Tessa Holledge
Her Majesty's Inspector