

# Inspection of a good school: Woodton Primary School

Norwich Road, Woodton, Bungay, Suffolk NR35 2LL

---

Inspection dates:

12 March 2020

## Outcome

Woodton Primary School continues to be a good school.

## What is it like to attend this school?

School is 'nurturing and fun', 'All the staff are kind, and they always help you' and 'It's exciting' are just a few of the many positive comments that pupils gave about their school. Younger pupils enjoy working with the older pupils in the mixed-age classes. Pupils all agree that teachers expect them to work hard and try their best.

Pupils like and gain a lot from the wide range of activities on offer. Inspectors heard about the 'Kiddy Cook' club, making leek pasties for St David's Day, residential trips, karate club, trampolining club and many more clubs and activities.

All pupils are in agreement that there is no bullying and they feel safe. School is like 'one big happy family'. The school's motto is to 'love our neighbour'. This value was clearly seen in the caring behaviour of the pupils. Older pupils take younger pupils under their wing and make sure that they enjoy their activities in lessons and in the playground. Pupils are well mannered and polite. They receive visitors warmly and are proud to show off their school.

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

Leaders have thought carefully about what they want pupils to learn and when. Pupils have the opportunity to revisit important learning, to help them remember the information. Pupils' work is of a good quality in a range of subjects. Subject plans for geography have been developed more recently. As yet, teachers have not received training to ensure they confidently teach important geographical knowledge. This means that pupils' work in geography is not at the same standard as that seen in other subjects.

Pupils are enthusiastic about their reading. For example, pupils want to win the reading challenge, where they collect 'gems' for every book they read. Pupils have access to high-quality books. Leaders have listened carefully to pupils' views about their reading experience. Pupils rearranged how library books are stored. This means that younger

pupils can find their favourite books quickly and easily. Reading progression is well-planned. There are many opportunities to read in lessons and for pleasure.

Pupils enjoy their mathematics learning. Teachers ensure that pupils understand mathematical ideas before they move on to more difficult work. This helps pupils' confidence grow. Pupils are able to explain mathematical ideas to one another in helpful ways. This is because teachers teach mathematical methods clearly.

Children in Reception learn the sounds for early reading as soon as they start school. Reception children are exposed to more words at an earlier stage as they learn alongside older pupils in their reading lessons. Children learn to read quickly. Leaders ensure that early reading books match the sounds that children know. Children who need more time to learn to read get the support they need. Leaders help parents to understand how to support early reading. The notes parents make in reading records provide useful information as to how well children have read at home.

Pupils with special educational needs and/or disabilities (SEND) access the same curriculum as their peers. Adults know pupils' individual needs and capabilities. Teachers adapt their plans accordingly. This means that in lessons, pupils with SEND are provided for appropriately. Helpful support, such as going over key words before lessons, enables pupils with SEND to overcome any barriers to learning. Pupils with SEND achieve well.

Provision for pupils' wider development is a strength of the school. Pupils understand the core values of the school well. For example, pupils spoke about how 'aspiration' means to 'keep trying' and 'achieve our day-to-day goals'. Pupils value each other. Many parents commented on how caring the school is. Several commented, via Ofsted's Parent View, that their child is flourishing at the school. Pupils receive many opportunities to learn about the wider world and how to contribute to society. For example, pupils take part in charity work, and there are strong links with the local church. One pupil, who summed up the views of many, said, 'We need to have the knowledge to respect what others believe in.'

## **Safeguarding**

The arrangements for safeguarding are effective.

Pupils know how to keep themselves safe. They are aware of stranger danger. For example, pupils say they download games with their parents' permission rather than play them online. Adults are also kept well informed by leaders. Staff know the latest guidance on safeguarding and are vigilant. Procedures ensure that minor concerns are noted. This enables leaders to have a clear picture of safeguarding for pupils. Leaders' record-keeping is thorough. Where referrals to agencies have taken place, leaders have made sure that pupils have received the support they need to be safe.

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

### **(Information for the school and appropriate authority)**

- In some subjects, teachers do not have the guidance they need to teach key concepts well, for example in geography. Leaders need to ensure they provide teachers with the guidance and support they need to ensure that the planned curriculum is taught effectively.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good on 25–26 May 2016.

## 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 are the school and you are 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

<b>Unique reference number</b>	120866
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10121462
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	50
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Charlotte Carter
<b>Headteacher</b>	Dawn Read
<b>Website</b>	<a href="http://www.ellinghamandwoodton.co.uk">www.ellinghamandwoodton.co.uk</a>
<b>Date of previous inspection</b>	25–26 May 2016, under section 5 of the Education Act 2005

## Information about this school

- The new headteacher joined the school in April 2019.
- The school is federated with Ellingham Voluntary Controlled Primary School. There is a shared governing body, shared senior leadership and shared subject leadership.

## Information about this inspection

- We spoke with governors, leaders, staff and pupils about the school's provision. In particular, we asked pupils what it is like to be a pupil at this school.
- We observed pupils' behaviour in lessons and how they conducted themselves around school at breaktimes and lunchtimes.
- We did deep dives in reading, mathematics and geography to evaluate the quality of education at the school. We spoke to senior leaders about the curriculum as well as subject leaders. We spoke to teachers and pupils. We looked at pupils' work in those subjects.
- We also looked at pupils' work for science and history.

- To evaluate the effectiveness of safeguarding we spoke with pupils about how they are taught about safety. We spoke with staff and leaders about safeguarding. We looked at the school's policies, procedures and records.
- We scrutinised governors' minutes, behaviour records, curriculum plans and the school's development plan.
- We gathered pupils' views when talking to them in groups. We also considered the 24 responses to Ofsted's pupils' survey.
- We considered the 11 responses to Ofsted's survey for staff.
- We took into account the 22 responses to Ofsted's Parent View and read the 15 free-text comments. We also spoke with parents when they dropped off their children at school.

### **Inspection team**

Liz Smith, lead inspector

Her Majesty's Inspector

John Lucas

Her Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates:  
<http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2020