

Inspection of a good school: Woods Loke Primary School

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

Inspection dates:

4 and 5 May 2022

Outcome

Woods Loke Primary School continues to be a good school. There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a section 5 inspection now. The school's next inspection will be a section 5 inspection.

What is it like to attend this school?

At Woods Loke, pupils feel supported and nurtured to grow to their full potential. Pupils look forward to learning. It enthuses them and they are proud to show off what they have achieved. As a result, relationships between pupils and adults are very positive.

Pupils are confident. They are enthusiastic to express themselves and participate in learning. This is because a culture of respect and kindness towards each other has been established. Incidents of bullying are rare. If it does ever happen, pupils are confident that adults follow it up quickly and well.

There are lots of opportunities for pupils to experience success. This helps them achieve their best. They learn to love reading and have access to a rich variety of high-quality texts.

Pupils live the values of tolerance, mutual respect and kindness. They take seriously their responsibilities in a range of leadership roles. Pupils also benefit from the wide range of school clubs, sporting activities and extra-curricular events that add breadth to their experience.

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

From the inspiring reading areas in classrooms to the superb library, there are high-quality, age-appropriate texts for pupils to access almost everywhere. Reading is prioritised from Nursery onwards. The texts pupils read are well matched to what they can decode. Staff expertly support pupils to ensure that all pupils have a secure phonics base. As a result, the vast majority of pupils are reading with high levels of

confidence and fluency by the time they get into key stage 2. Pupils get at least 30 minutes of dedicated reading time each day. As part of this time, reading conferences take place. Staff use these to ensure that each pupil's reading diet supports them to excel. Pupils really value the conferences as they get highly personalised conversations and targeted support. There are very regular opportunities to read in class. These have been built into all subject areas. Reading is interwoven and part of the fabric of the entire curriculum. As a result, pupils get an exceptional range of reading experiences.

Pupils learn from a rich and varied curriculum that matches, and in some cases exceeds, the ambition of the national curriculum. In each subject area, leaders have ensured that there is carefully sequenced knowledge around the theme areas of science, technology, engineering and mathematics (STEM), communication, health and well-being and global understanding. As a result, pupils acquire in-depth understanding. They are able to connect their learning across different subjects, consolidating their knowledge. This high-quality provision is further enhanced by pupils' study of a piece of literature, music and artwork as an integral part of each topic they learn. This helps them develop a rich understanding of the cultural aspects of society. As a result, pupils are well informed and culturally astute.

The curriculum extends and deepens pupils' learning in a broad range of subjects. For example, in mathematics, leaders choose some pupils to attend regular lessons at a local centre of excellence for mathematics. In physical education, the school has two full-time specialist teachers who bring with them professional academy standard coaching expertise. They train and develop non specialists, which is typical of the schools' approach to ensuring consistency of high-quality provision. Provision is further enhanced by an extensive range of clubs, festivals and competitions.

The curriculum has been adapted so that pupils with special educational needs and/or disabilities (SEND) are fully included. Provision is carefully planned and adapted to allow them to excel. Even when pupils have high levels of need, their learning is innovatively adapted to ensure they access the same provision. As a result, pupils with SEND are interested in, and enthused by, their learning.

Pupils behave consistently well at the school as provision is very well matched to need. There are clear routines and rules in place that are understood by all. Pupils actively participate in learning. Pupils, including those with SEND, have high levels of confidence to express themselves.

Staff are highly positive about leaders and feel they make plans with their well-being and workload in mind. They feel they have been included in the development of the curriculum and are enthusiastic about collaborating and learning together for the benefit of the pupils.

Safeguarding

The arrangements for safeguarding are effective.

The school goes to great lengths to support the needs of vulnerable pupils by championing their needs with external agencies. Leaders allow nothing to get in the way of them getting pupils the support they need. Leaders build strong relationships with the families they work with.

Leaders have created a culture where pupils feel able to share any worries or concerns that they may have. Pupils are taught relationships and sex education in an appropriate way.

The single central record of recruitment and vetting checks is well organised and procedures for safe recruitment are robust.

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 outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, 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 deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in April 2017.

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 information from Ofsted Parent View 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

Unique reference number	145695
Local authority	Suffolk
Inspection number	10238299
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	488
Appropriate authority	Board of trustees
Chair of governing body	Phil Humphrey
Headteacher	Joel Crawley
Website	www.woodsloke.org
Dates of previous inspection	25 and 26 April 2017, under section 5 of the Education Act 2005

Information about this school

- The headteacher has been in post since the last inspection.
- The school opened provision for two- to three-year-olds in September 2021.
- The school is larger than the average-sized primary school.
- The school is part of the Hartismere Family of Schools.
- The school has two pupils who attend a registered alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in his evaluation of the school.
- The inspector carried out deep dives in the following subjects: reading, mathematics and physical education. For each deep dive, the inspector met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to

teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspector also visited some music and science lessons.

- The inspector met with school leaders, including the SEND coordinator, local governors, a representative from the local authority and representatives from the trust.
- The inspector met with parents on the school playground.
- The inspector explored the school's safeguarding culture through viewing safeguarding records and procedures, meeting with a range of pupils and staff and talking to safeguarding leaders.
- The inspector considered the 61 responses made by parents to Ofsted Parent View, Ofsted's online questionnaire, including 54 free-text responses. The inspector also considered the 43 responses to Ofsted's online staff questionnaire and the one response to Ofsted's pupil questionnaire.

Inspection team

James Chester, lead inspector

Her Majesty's Inspector

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