

Inspection of Woolpit Primary Academy

Heath Road, Woolpit, Bury St Edmunds, Suffolk IP30 9RU

Inspection dates: 12 and 13 July 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Outstanding
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

This is a school where pupils are happy and respectful of each other. Their teachers are patient and friendly. They frequently praise pupils and help them to make the right choices in lessons and around the school. As a result of leaders' and teachers' high expectations of behaviour, classes are calm places for pupils to learn in and playtimes are joyful. Teachers help to keep pupils safe. If bullying incidents happen, pupils are confident that teachers help to resolve them.

Pupils learn a curriculum that is interesting and useful. Teachers help pupils to understand new knowledge. Pupils enjoy being able to learn and talk about important historical local people such as St. Edmund.

Pupils enjoy many opportunities to go on trips and to learn from visitors to school. These experiences help pupils to learn about the wider world, including different cultures and the types of work that people do. Pupils develop a range of skills by taking part in extra-curricular clubs. For example, they can learn how to crochet, play sport or cook. Older pupils can also learn about responsibility by becoming 'Bs buddies' and helping younger children.

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

Leaders have created a well-sequenced curriculum. They are ambitious about what they want pupils to learn. In every subject, knowledge and vocabulary have been set out for pupils to learn. This is having a positive effect on pupils' learning by giving them more knowledge about the past and the wider world.

Leaders use their checks on how well the curriculum is taught to improve teaching further. Teachers have regular, high-quality training in how to teach the new aspects of the curriculum effectively. They plan activities that help pupils to rehearse and practise using new knowledge. Occasionally, activities do not help pupils sufficiently to apply their new knowledge and vocabulary in enough depth.

The early reading curriculum sets out the knowledge pupils need to know in a logical order. Leaders have chosen a diverse range of books and authors that pupils will encounter on their journey through school. Staff ensure that younger pupils receive plenty of practice in school to become fluent readers. Some children do not practise their reading at home. Leaders have not provided enough support to develop some parents' confidence in supporting children's reading at home. However, because of effective teaching in school, pupils are quickly learning how to read.

Assessment of pupils' learning is timely and useful. Leaders and teachers regularly meet to discuss individual pupils' progress. Leaders use this information to improve the curriculum and identify when pupils need extra support.

In the early years, children enjoy learning. They are polite to one another. Leaders have constructed a curriculum that prepares children well for Year 1 and beyond. Teachers plan a range of interesting activities that help children to learn new knowledge and skills. For example, children learn how to grow vegetables and flowers. Every day, there are opportunities for children to sing. Teachers help children to learn new routines, which helps children to settle and make new friends.

Staff teach pupils the rules and routines needed to ensure that lessons are productive and happy. Expectations of behaviour are high. Staff understand the causes of different kinds of behaviours. Adults model kindness to others. Pupils learn how to make and keep friends, and to understand and respect difference. They learn ways to help keep calm during difficult moments.

The school's values of nurture, resilience, inspiration and respect are central to how leaders promote pupils' personal development. Leaders have implemented a detailed programme of learning for pupil's personal, social, health and emotional (PSHE) development. Pupils learn about their own and others' emotions. Pupils enjoy and look forward to their PSHE lessons.

Staff identify pupils' additional needs early. Staff work closely with parents and outside agencies to obtain additional support for pupils with special educational needs and/or disabilities (SEND). The special educational needs coordinator checks carefully on the provision for pupils with SEND. Teachers skilfully adapt the curriculum. Pupils with SEND access the same wide, ambitious curriculum as their peers and achieve well.

Leaders have changed the culture of the school significantly. They have galvanised the whole school community, while considering staff workload and well-being. Leaders' aspirational vision is being implemented extremely well. School leaders, the trust and governors have worked together closely, resulting in rapid and sustainable improvement.

Safeguarding

The arrangements for safeguarding are effective.

Leaders regularly check the safeguarding, attendance and well-being of pupils. Safeguarding records are regularly checked by leaders. Staff receive regular training and updates about how to keep pupils safe. Leaders work closely with external agencies. They are tenacious in securing the support that children and their families need. Leaders carry out appropriate background checks on staff and volunteers.

Pupils are taught how to keep safe, including online. They know who to go to if they have a concern.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, pupils do not have sufficient opportunity to rehearse and apply new vocabulary and knowledge in sufficient depth. Pupils cannot explain their understanding or write with as much detail and clarity as they could. Leaders should ensure that pupils have every opportunity to practise and deepen their learning and skills. This is so pupils can achieve well across the full curriculum.
- Leaders have built strong relationships with the local community and work closely with parents. However, parents are not supported enough to help their children's development of reading at home. Leaders need to continue to engage with and provide support to parents so that they have a better understanding of how to support their children's reading at home.

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	142566
Local authority	Suffolk
Inspection number	10238307
Type of school	Primary
School category	Academy converter
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	118
Appropriate authority	Board of trustees
Chair of trust	Gary McDonald
Headteacher	Sarah Clayton
Website	www.woolpitprimary.net
Date of previous inspection	13 and 14 November 2018, under section 5 of the Education Act 2005

Information about this school

- Woolpit Primary Academy is part of Thedwastre Education Trust.
- The school headteacher took up the post in January 2020.
- The school uses alternative provision.

Information about this inspection

The inspector(s) carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The lead inspector discussed the impact of the pandemic with leaders and has taken that into account in her evaluation of the school.
- Inspectors met with the headteacher, senior leaders, subject leaders and staff.
- The lead inspector met with governors and representatives of the trust, and had a phone call with a representative of the local authority to discuss the school's use of alternative provision.

- Inspectors carried out four deep dives into the following subjects: early reading, mathematics, physical education and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, looked at curriculum planning, visited lessons, spoke to teachers, spoke to some pupils about their learning, listened to pupils read and looked at samples of pupils' work.
- The lead inspector also spoke to leaders about the curriculum in some other subjects.
- The lead inspector looked at a range of school documentation, including improvement plans, governor minutes and documentation relating to behaviour and attendance.
- The lead inspector spoke with parents about their children's experiences of the school. The lead inspector also considered the 30 responses to Ofsted Parent View, including 17 free-text responses.
- Inspectors spoke with staff, and the lead inspector considered staff responses to the staff survey and pupils' responses to the pupil survey.

Inspection team

Hannah Stoten, lead inspector

Her Majesty's Inspector

Michael Thomas

Ofsted Inspector

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