

Inspection of Woodham Ley Primary School

Rushbottom Lane, Great Tarpots, South Benfleet, Benfleet, Essex SS7 4DN

Inspection dates: 21 and 22 March 2023

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

What is it like to attend this school?

Woodham Ley is a friendly school and pupils enjoy attending because it feels 'like a second home'. Pupils like school because staff have created a positive and nurturing environment where everyone is made to feel comfortable.

Everyone understands the three rights: the right to learn, the right to respect and the right to safety. This helps pupils to feel safe. Bullying is rare. Pupils can share concerns, worries or problems in different ways. They trust adults to help them sort out any problems.

Pupils listen carefully to their teachers. They work well together to learn new and ambitious ideas. Teachers help pupils to work by themselves and to keep trying when things are difficult. Pupils benefit from good teaching and they achieve well.

At breaktimes, pupils enjoy outdoor play. For example, they learn to make dens with each other. Pupils play happily together with the wide range of equipment, exploring the open spaces. They treat their friends with kindness and respect.

Pupils enjoy the opportunities to be responsible leaders in school. This is a school where pupils grow in confidence. They have many opportunities to be physically active, and enjoy taking part in sports clubs and competitions.

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

Leaders have constructed a curriculum that helps pupils to build knowledge from the early years to Year 6. In most subjects, leaders have identified the important knowledge that pupils should learn and the order they should learn it. Teachers plan activities that help pupils to practise using important knowledge so that they remember it. They help pupils to build successfully on what they already know, to understand more complex ideas.

In a few subjects, leaders have not clearly identified the most important knowledge that pupils need to know and remember. Therefore, pupils do not develop as deep an understanding in these subjects as they do in others. In some subjects, leaders have not made sure that teachers put curriculum plans into effective action. This means that leaders are uncertain that every pupil has the opportunity to learn the intended knowledge.

Staff adapt teaching skilfully making their explanations clear. They carefully check what pupils understand so that any misconceptions can be identified and addressed.

Pupils with special educational needs and/or disabilities (SEND) learn alongside their classmates. Adults support most pupils with SEND to make strong progress in their learning and independence.

In the early years, children are eager and excited to join in with learning. They work exceptionally well together, sharing materials to create models, artwork and games. Children concentrate on their work and keep trying to find new ways to solve tricky problems. They remember what they have learned and share their knowledge with each other because staff expertly guide them through the curriculum.

Reading is at the centre of the curriculum. In the early years, children enjoy the opportunity to recite poems from their poetry basket. There is a clear focus on developing children's vocabulary and this continues with the older pupils in their active reading sessions. Pupils thoroughly enjoy reading the wide variety of books that are available. At story time, they are excited to listen to modern poetry. Adults are skilled at checking how well pupils are reading, making sure those who need it get extra help.

Pupils begin their reading journey in Nursery, listening carefully to chosen stories and rhymes. In Reception, children quickly build upon this and learn to read words and sentences. They read books matched to the sounds they have learned, practising their reading so that they read confidently with expression and understanding. Children with SEND receive tailored help with learning to read.

Pupils behave well and they know what is expected of them because leaders have designed the three rights that guide everyone. Adults help pupils to have respectful relationships, considering the needs of others. Pupils who struggle to manage their own behaviour are helped to do so.

Pupils learn about mutual respect and appreciate differences and diversity. They learn how to keep themselves safe on the roads and online. Learning to swim keeps them safe in water. Pupils enjoy the opportunity to be responsible in school as prefects. They enjoy sports clubs and the chance to compete in sport. Pupils know that all sports are open to everyone.

Leaders have worked together to make improvements to the school. Staff know that leaders support them well and prioritise their well-being. Teachers learn from each other so that children receive the best provision. Governors are proud of the school's achievements and value working with colleagues within the trust.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make sure that they know families' needs well. This means they quickly identify pupils who need extra help. Leaders record all concerns carefully and act upon them straight away. Leaders and staff are well trained. They look out for the signs that pupils may be at risk of harm. Leaders work well with external agencies to make sure that pupils get the right support.

Leaders make sure all pupils are safe in school. They carry out the appropriate checks on adults who work with children. Pupils learn how to keep safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders have not identified precisely the key ideas that are important for pupils to know. This makes it difficult for teachers to plan activities that help pupils to learn this knowledge well and build effectively on previous learning. As a result, pupils do not make connections between new learning and what they already know. Leaders should make sure that they identify clearly the important knowledge that pupils should learn in all subjects, to help them remember and make connections in their learning.
- In some subjects, leaders have not checked that teachers put the curriculum plans into effective action. This means that leaders are uncertain that every pupil has the opportunity to learn essential knowledge. Leaders should make sure that subject leaders check the implementation of the curriculum so that all pupils can learn the essential knowledge they need.

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.

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	141625
Local authority	Essex
Inspection number	10255074
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	252
Appropriate authority	Board of trustees
Chair of trust	David Norris
Headteacher	Dave Walton
Website	www.woodhamley.essex.sch.uk
Date of previous inspection	17 October 2017, under section 8 of the Education Act 2005

Information about this school

- Leaders do not make any use of any alternative provision.
- The school runs a breakfast club and an after-school club.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors held meetings with the senior leaders and teachers, including subject leaders.
- The lead inspector met with the chief executive officer of the trust.
- The inspectors carried out deep dives in four subjects: early reading, mathematics, science and geography. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke

with teachers, spoke with pupils about their learning and, where relevant, looked at samples of pupils' work.

- To evaluate the effectiveness of safeguarding, the inspectors met with the designated safeguarding lead and other staff to discuss the actions they take to keep pupils safe.
- The inspectors scrutinised a range of documentation during the inspection, including curriculum plans, school development plans, and safeguarding and behaviour records.
- The inspectors considered 64 responses to the online survey, Ofsted Parent View, and 61 free-text comments. An inspector spoke with some parents before school on the second day of the inspection. The inspectors also considered 23 responses to the staff survey.
- To gather pupils' views on the school, inspectors spoke with groups of pupils about their experiences of school life and their learning in lessons to understand what it is like to be a pupil in their school. The inspectors also observed the behaviour of pupils at playtimes, lunchtime and around the school.

Inspection team

Sally Nutman, lead inspector

Ofsted Inspector

Paul Wilson

His Majesty's Inspector

John Crane

Ofsted Inspector

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