

# Inspection of Woodchurch Church of England Primary School

Bethersden Road, Woodchurch, Ashford, Kent TN26 3QJ

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Inspection dates: 16 and 17 May 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Early years provision	<b>Good</b>
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Previous inspection grade	<b>Good</b>
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## **What is it like to attend this school?**

Pupils feel 'part of the family' at this nurturing village school. At its heart are the values of compassion, hope, forgiveness, thankfulness, and love. Leaders' vision 'let your light shine' is the inspiration behind their work to develop self-assured and kind pupils, equipped to make a positive difference to society. As one parent commented, 'this is a safe, welcoming and friendly village school which provides a haven of stability and security.'

Leaders have high aspirations that all pupils will learn the school's ambitious curriculum and be successful. Pupils concentrate in their lessons, achieve well, and enjoy their learning. They respect their teachers and speak enthusiastically about the 'dojo' points they earn for behaving in 'The Woodchurch Way'.

Pupils appreciate the many opportunities their teachers plan outside the classroom, in the local village and beyond. They enjoy making 's'mores' as part of forest school and taking part in special days, such as the whole school Thai curry cooking workshop. Pupils' bi-weekly worship visits to the village church are an integral part of school life. Pupils recently learned about Westminster Abbey and the concept of commitment, when holding their own coronation ceremony in the church to crown the king and queen of Woodchurch.

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

Leaders have worked with determination to refine and update a new version of the school's existing curriculum from Reception to Year 6. Mathematics and phonics are well-established subjects, taught precisely, so pupils' learning builds securely. In all other areas of the curriculum, leaders have identified exactly what must be taught and in what order. The curriculum is broken down into smaller steps, so that teachers know the precise knowledge and skills pupils must understand and remember. Teachers provide opportunities for pupils to connect new ideas in a subject with what they already know from other areas of the curriculum, helping pupils to commit concepts to long term memory.

Teachers have secure subject knowledge and explain new ideas clearly. They include pupils with special educational needs and/or disabilities (SEND), so they learn the same curriculum as their peers. Leaders have established systems for identifying pupils with SEND and plan pre-teaching, additional curriculum revision and the use of concrete resources to support them. Teaching assistants, who leaders have trained to meet pupils' specific needs, also support pupils effectively.

However, checks on pupils' knowledge and understanding are not as rigorous as they might be. In some subjects, such as mathematics and phonics, teachers help pupils to remember what they have learned effectively by re-visiting concepts through discussions and informal quizzes. In these subjects, pupils can more confidently recall previous learning. Elsewhere, teachers do not consistently check

carefully enough that pupils have understood new learning and opportunities to correct misconceptions are sometimes missed. Occasionally, this leads to pupils falling behind and not making the progress they could. Leaders are aware of this and are working with teachers to develop their practice.

Reading is taught consistently well. Pupils begin learning letter sounds as soon as they start school. All staff are knowledgeable about teaching phonics and determined that every pupil will succeed and enjoy reading. Teachers model language through their interactions with pupils and in songs and rhymes. They keep track of pupils' progress and ensure any pupil falling behind is helped to catch up quickly. Parents get the support they need to help children practise reading at home. As a result, pupils read books which match the sounds they are learning often and attain well.

Leaders place great importance on pupils' personal, social and health education. Pupils learn about healthy relationships, different kinds of families and the importance of treating everybody as equals. They are taught about different faiths, cultures and traditions and learn to respect others' opinions and beliefs. Pupils learn to be responsible in their elected roles as house captains, school councillors and head boy and girl. They become comfortable with a wide range of social situations though helping with coffee mornings at church, singing in the community centre and fundraising for local charities. After-school clubs and the bucket list of 50 things to do before you leave Woodchurch give pupils opportunities to develop interests and find their talents.

Governors carry out their statutory duties well and make sure that additional funding is targeted effectively. They have an accurate understanding of the school's strengths and areas for further development, gained through their own focused visits and regular reports from leaders. They plan strategically with senior leaders, so their shared, ambitious vision can be more fully realised.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders are highly visible in and around school and they know pupils well, quickly noticing if any are in need or at risk of harm. Staff are well trained in safeguarding risks and know the importance of always being on the lookout. They know how to report concerns, often following up with leaders to reassure themselves action has been taken. Leaders track concerns meticulously and liaise regularly with outside agencies, so that pupils and their families get the help they need.

Pupils are taught how to keep themselves safe, including when online.

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

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

- Teachers do not always check quickly enough that pupils have understood new learning. Opportunities to correct misconceptions are, therefore, sometimes missed and pupils do not make the progress they could. Leaders should continue with their work on developing pedagogy to support leaders' practice.

## 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

<b>Unique reference number</b>	118672
<b>Local authority</b>	Kent
<b>Inspection number</b>	10269098
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	163
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Dr Clare Silcock
<b>Headteacher</b>	Kelly Burlton
<b>Head of school</b>	Jennifer Dawes
<b>Website</b>	<a href="http://www.woodchurch.kent.sch.uk">www.woodchurch.kent.sch.uk</a>
<b>Date of previous inspection</b>	22 February 2018, under section 8 of the Education Act 2005

## Information about this school

- The school does not currently use any alternative provision.
- The school is a member of the Flourish Together Federation with High Halden Church of England Primary School. The schools share one board of governors.

## Information about this inspection

The inspectors 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. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history, and design technology. For each deep dive, they discussed the curriculum

with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also spoke to leaders about the curriculum in some other subjects.

- During the inspection, inspectors met with the executive headteacher and the head of school. They also met with a representative from the local authority and the diocese.
- The views of parents and carers were considered through their responses to Ofsted Parent View. Further views of pupils and staff were gathered through Ofsted's online surveys, interviews and discussions conducted throughout the inspection.
- Inspectors reviewed the arrangements for safeguarding through scrutinising safeguarding records and discussions with leaders, staff and pupils.
- Inspectors reviewed a range of the school's documents, including self-evaluation reports, minutes of governing body meetings, attendance records and behaviour incident logs.
- Inspectors observed pupils' behaviour during lessons and at playtimes. They spoke with pupils about bullying, behaviour, and leaders' expectations of pupils' behaviour.

## Inspection team

Jo Brinkley, lead inspector

His Majesty's Inspector

Venessa McInnes

Ofsted Inspector

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