

Inspection of Woods Loke Primary School

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

Inspection dates: 16 and 17 April 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Good (ungraded inspection 4 to 5 May 2022)

The headteacher of this school is Joel Crawley. This school is part of Hartismere Family of Schools multi-academy trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Jim McAtear, and overseen by a board of trustees, chaired by Marion Ravenhill.

What is it like to attend this school?

Pupils love their school and value the education they receive. They attend exceptionally well. Pupils 'are ready to learn'. They behave respectfully and are kind. This is because their teachers expect them to be at their very best. Pupils are safe. They check that their friends are happy. Pupils understand that they can always bring their concerns to an adult.

Pupils' behaviour is exemplary. Children in the Nursery listen carefully and work well with other children. Older pupils are highly positive role models. They mediate and ensure fairness when pupils play. Pupils do not tolerate less positive behaviours or attitudes from others. They participate enthusiastically in lessons and read widely.

Pupils enjoy a tremendous range of extra-curricular activities and trips. They visit museums, animal sanctuaries and nature reserves. They learn Indian and Aboriginal dance and go to the theatre. These experiences enhance pupils' historical, scientific and cultural knowledge. Pupils hone their sporting prowess through a range of martial arts clubs. They learn to fence, develop their gymnastic expertise and play chess. Visits from authors, the police, medical practitioners and religious leaders enrich pupils' understanding of society and future professions. Parents and carers overwhelmingly endorse the school.

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

Leaders have constructed a hugely broad and highly ambitious curriculum. Pupils build considerable knowledge of the world, its inhabitants and customs. As a result, pupils develop positive attitudes and values. They are compassionate and open-minded and embrace diversity.

Pupils remember knowledge with ease because they practise and recall their prior learning. The knowledge pupils learn links to what they have learned before and to other subjects. Teachers rigorously identify any misunderstandings and gaps in learning. They support pupils well and consequently their learning improves. Pupils quickly grasp an accurate understanding of complex ideas. Right from Nursery, children count and carry out simple addition. Pupils can explain their working out and solve mathematical problems confidently. Pupils embrace demanding tasks and persist in their learning.

Teachers appreciate the high-quality training leaders provide. As a result, teachers have very strong subject knowledge. Teachers present information clearly. They stimulate pupils' interest through a range of musical, artistic and literary sources. Pupils develop sophisticated knowledge. For example, Nursery children explore biological changes through reading 'The Very Hungry Caterpillar'. Pupils explore Latin American art. They learn traditional and intricate dance routines and learn about deforestation in Brazil. Pupils listen to and appreciate the work of global composers. They learn to interpret music in a variety of ways.

For children to access such an ambitious curriculum, leaders have made the teaching of reading a high priority. This begins in the early years. Reception-age children rapidly learn and build new sounds. They blend unfamiliar words and sentences. They apply their phonics knowledge to write accurately. Year 1 children read with fluency. They retell stories with expression. Phonics results were in line with national averages in 2023. Staff have redoubled their work to support pupils who fall behind with greater precision. Therefore, pupils quickly catch up.

Pupils appreciate reading because it helps them to make sense of the world and build language. They develop a rich vocabulary. They debate mature themes, such as the impact of colonialism on India and the concept of fair trade. They therefore understand important issues which affect other people across the planet. Pupils read Norse mythology to explore the idea of truth. They learn how to be cautious about what is online and in the media. They write about these themes at length in a variety of styles. They demonstrate high levels of accuracy in their spelling and grammar. Outcomes in writing are some of the highest in the country.

Pupils with special educational needs and/or disabilities achieve equally well. This is because they receive precise support to ensure that they learn as well as they should.

The school's 'character' programme further nurtures pupils' personal development. They gain important life skills. This puts them in good stead for the future. They grow and cook their own food and understand how to manage their finances. They support their local community by contributing to food banks and visiting the local care home. They fundraise for regional and international charities. They demonstrate empathy for those who are less fortunate. Pupils gain considerable responsibilities and leadership experience. They elect pupil representatives. This enhances their understanding of democracy. Digital councillors inform pupils about online safety. The school councillors champion pupils' views and they share them with leaders.

Governors, the trust and leaders have built a highly supportive ethos. This empowers teachers to realise leaders' bold, outstanding vision for these children's lives.

Safeguarding

The arrangements for safeguarding are effective.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	145695
Local authority	Suffolk
Inspection number	10268032
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	482
Appropriate authority	Board of trustees
Chair of trust	Marion Ravenhill
CEO of the trust	Jim McAtear
Headteacher	Joel Crawley
Website	www.woodsloke.org
Dates of previous inspection	4 and 5 May 2022, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Hartismere Family of Schools multi-academy trust.
- The school makes use of one registered alternative provider.
- The school has Nursery provision for two to four-year-olds.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with the chief executive officer, the chair of governors, other governors, the headteacher, other leaders, subject leaders, teachers and support staff.
- The inspectors carried out deep dives in early reading, mathematics, history, computing and physical education. These included discussions with subject leaders,

visits to lessons, meetings with staff and pupils, scrutiny of pupils' work and a review of any curriculum documentation. They also scrutinised other curriculum areas and pupils' work.

- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors considered the views of pupils, staff and parents. There were 36 responses to Ofsted's staff survey. There were 80 responses to Ofsted's online questionnaire, Ofsted Parent View. The inspectors considered 79 free-text responses from parents. Inspectors also spoke to parents.

Inspection team

Adam Cooke, lead inspector	His Majesty's Inspector
Jo Nutbeam	Ofsted Inspector
Glenn Russell	Ofsted Inspector

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