

Inspection of Woodnewton - A Learning Community

Rowlett Road, Corby, Northamptonshire NN17 2NU

Inspection dates: 23 and 24 April 2024

Overall effectiveness **Good**

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

The headteacher of this school is Kimberley Kemp. This school is part of the Inspiring Futures Through Learning 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 (CEO), Sarah Bennett, and overseen by a board of trustees, chaired by Marilyn Hubbard.

What is it like to attend this school?

This is a vibrant school where pupils work hard. This is because the school is ambitious for all its pupils. Pupils' attitudes to their learning, and their behaviour, are exceptional. Pupils show sustained levels of concentration in lessons. They are keen to do their best.

Central to the school are its values of respect, responsibility, friendship, compassion, trust and hope. Pupils learn how to apply these values in their lives in and out of school. The termly 'tea party' celebrates and exemplifies these values and ensures that pupils understand their importance.

Pupils develop respectful relationships with each other and the staff. The school provides opportunities to broaden pupils' horizons. Pupils learn the importance of respecting difference. Pupils feel their needs are well supported. As one pupil typically stated: 'Staff help pupils with differences such as attention deficit hyperactivity disorder (ADHD), autism and anxiety. The school really helped me with that.'

There are a broad range of opportunities for pupils to experience responsibility. Members of the Youth Parliament talk proudly of their work. Attendance captains promote the importance of coming to school regularly. Visits to local residential care homes develop a sense of community. Work with charities teaches pupils the importance of being good citizens.

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

The teaching of reading and mathematics has greatly improved. The school is resolute in its aspiration to raise standards. The school has ensured that staff have the necessary knowledge to be able to teach these subjects well, including through extensive training. Regular checks ensure that there is a consistent approach in how the curriculums in these subjects are taught. The school has also engaged well with support from other professionals, including from the trust, to ensure that the right approaches are taken to teaching these subjects. However, these recent improvements have yet to come through into current published outcomes.

The sharp focus on improving pupils' knowledge and skills in reading, including developing a broader vocabulary, is helping them to engage in their learning and achieve greater success. Pupils explore quality texts. They develop a deep understanding of the authors intentions. The teaching of phonics is consistent. Books closely match the sounds pupils are learning. Pupils practice reading daily. Staff swiftly identify if pupils fall behind. Pupils receive the support they need to catch-up quickly. Pupils particularly enjoy it when teachers read them stories. Pupils develop a love of books and reading.

The school's broader curriculum identifies the key knowledge pupils need to know. However, in a few subjects, there are inconsistencies in how teachers deliver the curriculum. In those subjects it is not yet having the intended impact. Teachers typically make lessons engaging. Pupils talk enthusiastically about their learning. Adults use of questioning challenges pupils' thinking and guides them in their learning. Teachers regularly check during lessons what pupils have learned. They revisit learning from previous lessons to help pupils to make strong connections in their learning within and across subjects. However, in a few subjects, pupils do not remember all that they have been taught from further in the past. This is because systems to check what pupils know and remember over time are not yet fully developed.

The school supports its youngest children well. Children settle well into the early years foundation stage (EYFS). Staff establish routines quickly. Expectations for children's behaviour are high. It is a stimulating and fun environment. Tasks and activities have clear learning intentions. These activities support children to learn the key knowledge to be ready for their next stage in education. Children work together and share their learning with each other.

Recent improvements have sharpened the systems to identify the needs of pupils with special educational needs and/or disabilities (SEND). Individual plans provide the details needed to ensure that these pupils receive appropriate support in lessons. Specialist provision supports pupils with complex needs. Relationships between adults and pupils in these units are strong and respectful.

Pupils' behaviour is exemplary. There is a genuine feel of mutual respect between staff and pupils. Pupils play well with each other at playtimes and lunchtimes, respecting space and rules. Inside the school is calm and ordered. Visitors feel welcome and greeted warmly. Pupils say that bullying rarely happens but always dealt with. The school is tenacious to ensure that all pupils attend school regularly. Recent changes to the attendance policy have brought about rapid improvements in attendance. These include working more closely with families and using the school minibus to pick pupils up if required.

The school's 'childhood pledge' sets out its commitment to develop the whole child. The pledge enables pupils to visit a residential home, make a card for someone, donate to a food bank and run a stall. It helps build character, develop independence and an appreciation of diversity. Pupils learn how to be active citizens.

The school demonstrates great determination to improve. The improvement work that has been undertaken by the school, the trust and governors has been managed carefully to ensure that changes are managed at an appropriate pace. Staff appreciate the consideration of their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The broader curriculum is not yet fully developed in a few subjects. This means that, in those subjects, there are inconsistencies in how teachers deliver the curriculum and therefore the curriculum it is not having the intended impact. The school should complete the work to check on the effectiveness of the curriculum in those subjects so that that the school's ambition is fully realised.
- In a few foundation subjects, pupils do not remember all that they have been taught. This is because systems to check what pupils know and remember over time are not yet fully developed. The school should ensure that they refine the systems to identify gaps in pupils' knowledge and revisit that necessary learning so that pupils remember all that they have learned.

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	138153
Local authority	North Northamptonshire
Inspection number	10324144
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	846
Appropriate authority	Board of trustees
Chair of trust	Marilyn Hubbard
CEO of the trust	Sarah Bennett
Headteacher	Kimberley Kemp
Website	www.woodnewtonalc.com
Date(s) of previous inspection	17 July 2018, under section 8 of the Education Act 2005

Information about this school

- The school is a part of the Inspiring Futures Through Learning multi-academy trust.
- The school currently makes use of one unregistered alternative provider.
- Since the last inspection there is a new headteacher in post.
- There is a before- and after-school club managed by the school.
- The school has two specialist units onsite. One is to provide support for pupils with social, emotional and mental health issues and other to provide support for pupils who may be at risk of permanent exclusion.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- 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.
- Inspectors held meetings with the headteacher and the special educational needs coordinator (SENCO).
- Inspectors carried out deep dives in six subjects: reading, mathematics, history, art and design, design and technology, and music. To do this, they met with curriculum leaders, visited lessons, looked at pupils' work, listened to pupils read and met with teachers and pupils. They also looked at curriculum documentation for physical education (PE), religious education (RE) and personal, social, health and economic education (PSHE).
- The lead inspector met with five members of the local governing body including the chair and one trustee and the head of governance for the trust.
- The lead inspector met with chief executive officer of the trust and the trust education lead.
- Inspectors took account of the responses to the Parent View, including free-text responses, Ofsted's survey for school staff and pupil. Inspectors spoke informally to parents at the beginning and end of the school day.
- To evaluate the effectiveness of safeguarding, 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.
- Inspectors considered pupils' behaviour at various times of day, including in lessons, around the school site and at lunchtime. They scrutinised the school's records for attendance and behaviour.

Inspection team

Mark Anderson, lead inspector	His Majesty's Inspector
Dawn Ashbolt	His Majesty's Inspector
Chrissie Barrington	Ofsted Inspector
Jason Brooks	Ofsted Inspector

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