

Inspection of a school judged good for overall effectiveness before September 2024: Woodton Primary School

Norwich Road, Woodton, Bungay, Suffolk NR35 2LL

Inspection date:

29 April 2025

Outcome

Woodton Primary School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

Pupils enjoy attending this welcoming school. Staff ensure that pupils feel safe, cared for and respected. Relationships between staff and pupils are warm. Pupils trust adults to help them when they are worried or need support.

The school has high expectations for pupils' learning. Pupils rise to these expectations. They are keen to be successful and talk confidently about how they are improving, especially in reading, handwriting and mathematics. Pupils appreciate the way that teachers explain new concepts clearly and provide extra support when they need it. This approach supports pupils to achieve well.

Classrooms are calm and purposeful. Consistent routines support pupils in listening carefully, taking pride in their work and showing kindness to others. Pupils understand the school's approach to behaviour. They talk about how adults help them to reflect on their choices and how they can put things right.

The school supports pupils' personal development effectively. For example, outdoor learning is an important contributor to pupils' development of resilience and confidence. Pupils enjoy undertaking tasks like whittling wood, building dens or cooking over an open fire. They also enjoy clubs and responsibilities such as school councillors or ambassadors. Pupils learn about and understand the importance of fairness, respect and difference.

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

The curriculum is ambitious, well organised and accessible to all. It is designed to help pupils build the knowledge and skills they need over time. Teachers understand the most important content and word choices pupils must learn. They provide regular opportunities

for practice and recall. As a result, most pupils can explain what they know and remember, including how ideas connect across different subjects.

The school prioritises reading. Staff are experts in supporting pupils to learn to read and to catch up if they fall behind. Older pupils benefit from structured opportunities to rehearse new vocabulary and develop their understanding of literature. Staff show pupils that reading is a valued part of school life by regularly sharing stories with pupils. Pupils enjoy talking about what they have read and show a clear appreciation for reading.

Teachers explain concepts clearly and check that pupils have understood. If pupils do not understand a concept, then teachers revisit ideas or adapt tasks so that pupils can keep up. However, in some subjects, tasks do not sufficiently support pupils to apply or embed what they have been taught. Where this is the case, some pupils do not remember important knowledge as well as they could.

Children in the early years learn in a well-structured environment that supports their language development. They quickly develop number knowledge. Adults skilfully adapt teaching so that all children, including those with special educational needs and/or disabilities (SEND), can engage with learning. Staff use strategies such as sensory tools, calm spaces and clear instructions to support children's regulation and communication. As a result, children show focus, independence and curiosity in their learning.

The school quickly and accurately identifies the needs of pupils with SEND. Staff make precise and timely adaptations to ensure these pupils access the full curriculum. This includes visual prompts, use of resources, changes in grouping and adjustments to the school day. Leaders check that these adaptations are effective. Parents of pupils with SEND appreciate the school's care, communication and ambition for their children.

Pupils behave well. Staff apply the school's approach to behaviour consistently. Expectations are clear and rooted in positive relationships. Pupils understand how their actions affect others. Where pupils need additional support to regulate, staff step in quickly and effectively. Pupils' attendance is a priority for the school. Leaders track how regularly pupils attend closely and work proactively with families to remove barriers when needed. This work is effective.

The school's work to support pupils' wider development is a strength. Pupils take part in a wide range of enrichment such as clubs, outdoor learning and leadership roles. They know how to stay safe online, show respect for others and understand why it is important to treat everyone fairly. Pupils say it is okay to be different and that kindness matters.

Leaders are focused and reflective. They respond to feedback, act on evidence and adapt with purpose. As a result, their actions quickly and positively impact pupils' experiences. For example, changes to the way writing is taught have helped pupils improve their writing ability. Governors know the school well and provide constructive challenge and support to leaders. Staff feel valued and work together as a team.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the tasks set do not sufficiently support pupils to apply or embed what they have been taught. This means that some pupils do not remember important knowledge as well as they could. The school should ensure that tasks consistently help pupils recall and use key ideas with increasing confidence and independence.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good for overall effectiveness in May 2016.

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	120866
Local authority	Norfolk
Inspection number	10378482
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	55
Appropriate authority	The governing body
Chair of governing body	Diane Perry-Yates
Headteacher	Dawn Thomas
Website	www.ellinghamandwoodton.co.uk
Date of previous inspection	12 March 2020, under section 8 of the Education Act 2005

Information about this school

- The school is federated with Ellingham Voluntary Controlled Primary School. There is a shared governing body and shared senior leadership.
- The school runs before- and after-school provision.
- The school does not use alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The lead inspector held a discussion with the chair of governors.
- The inspectors visited a sample of lessons in a range of subjects; spoke with pupils about their learning experiences; and looked at samples of pupils' work.
- The inspectors observed pupils' behaviour during breaktimes and in lessons.

- 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 lead inspector reviewed a wide range of documents, including leaders' plans for improvement.
- The inspectors met with staff and considered their views expressed through Ofsted's staff survey. The lead inspector also considered the views shared through Ofsted Parent View, including the free-text responses, and Ofsted's pupil survey.

Inspection team

Hannah Stoten, lead inspector

His Majesty's Inspector

Jo Nutbeam

Ofsted Inspector

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