

# Woodton Primary School

## Inspection report

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<b>Unique Reference Number</b>	120866
<b>Local Authority</b>	Norfolk
<b>Inspection number</b>	339794
<b>Inspection dates</b>	28–29 June 2010
<b>Reporting inspector</b>	Karen Heath

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	33
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jane Bond
<b>Headteacher</b>	Pauline McGowan
<b>Date of previous school inspection</b>	2 February 2007
<b>School address</b>	Norwich Road Woodton Bungay
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## Introduction

This inspection was carried out by one additional inspector. She observed the school's work and looked at a wide range of documentation, including teachers' planning, pupils' books, the school's own monitoring and evaluation and assessment data, as well as school policies and minutes of the governing body's meetings. All three of the school's teachers were observed in four teaching sessions when different learning activities were taking place. The inspector met with governors and staff, spoke to pupils and looked at 13 parent questionnaires as well as questionnaires from the staff and pupils. The inspector also looked at documentation with reference to the safeguarding of pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the progress made by pupils with special educational needs and/or disabilities
- the effectiveness of teaching support in the classroom
- the impact of school leadership in raising attainment and improving pupils' progress.

## Information about the school

Woodton is a very small school which works in close partnership with another local school. Both schools share the same headteacher as well as subject leaders. The pupils on roll are predominantly White British. It has an above average proportion of pupils eligible for free school meals. Many pupils, approximately 45%, who are currently at Woodton, did not start in their reception year. Approximately a third of the pupils on the current school roll have special educational needs and/or disabilities. Pupils are taught in two mixed age classes. The school has achieved the bronze Eco Schools award and the intermediate level of the International Schools award.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Woodton Primary provides a good education for its pupils. It is a welcoming and inclusive school where the pupils are known as individuals and those with specific needs are well supported. Parents value the community feel of the school with its 'friendly, caring environment.' Pupils talk enthusiastically about the things they like about school and this good enjoyment is reflected in their high attendance.

Over the last three years attainment in reading writing and maths show a variable picture and this is because the very small cohorts make it difficult to compare the school against other schools nationally. Attainment observed in lessons and using the school's assessment data show that pupils' attainment is broadly average. All pupils, including those with special educational needs and or disabilities and those pupils who are admitted during an academic year make good progress. This is because the quality of teaching is good. Following the school's last inspection there has been significant improvement in ensuring that the learning support is effective and this is now one of the school's strengths. Lessons make good use of linking subjects across the curriculum to engage and interest the pupils in their own learning.

The pupils' involvement in attaining the Eco Schools award means they have developed an exceptional understanding of maintaining a healthy lifestyle. The play leaders are very keen to keep everyone active especially during playtimes and there is a strong emphasis on healthy eating. The size of the school means that the needs of all pupils are clearly understood and met because the care and guidance provided by the school is outstanding. Parents of pupils who have special educational needs and/or disabilities speak highly of the school and say how it has supported both them and their children. The excellent partnership with a local school is a significant benefit. Leaders and managers work closely together to develop the curriculum and support lesson planning. Many activities for the pupils are provided jointly and this means that pupils at Woodton have opportunities they would otherwise not get due to the size of the school. This has resulted in good and sometimes outstanding personal development for pupils.

The school's leadership has now developed a comprehensive system for tracking pupils' progress. This is used to set challenging targets for each pupil and is reviewed regularly. Subject leaders monitor the quality of teaching and learning using a range of strategies, although observation of lessons has not been frequent. Monitoring has helped to identify pupils who require particular intervention and improve their progress. However there is scope to review learning more frequently to give subject leaders a more strategic view of what needs to be improved and inform the school development plan more precisely. Governors are very supportive of the school and work collaboratively with the governing body of the partner school. They have recently been very active in ensuring that its

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safeguarding responsibilities are fully met. However they are not always confident in challenging the school about the impact of its work in improving pupils' attainment because they do not always have information about the outcomes of monitoring. This impedes the governing body's ability to fully contribute to the school development plan and identify areas which they will actively monitor and evaluate.

The leadership has accurately evaluated its effectiveness and put in place strategies for improvement which has resulted in good and sometimes outstanding outcomes. The quality of teaching and pupils' progress is good which ensures the school has a good capacity to improve.

**What does the school need to do to improve further?**

- Further develop the roles of the subject leaders so that:
  - teaching and learning is monitored regularly
  - the school's data and findings from the monitoring are evaluated to inform the school development plan
  - intervention programmes are reviewed using the outcomes to evaluate the impact on pupils' learning.
- Develop the governors' understanding of how to challenge the school and to identify what it needs to improve by :
  - ensuring the governors have evaluative information about teaching and learning from the school's monitoring
  - contributing to the school's development plan and identifying areas which it will actively monitor and/or evaluate.

**Outcomes for individuals and groups of pupils****2**

Over the last three years attainment at the end of Key Stage 2 in reading, writing and science has been just below the national average although mathematics has been more variable. The pupils' current levels of attainment as seen in their work and the school's own tracking data show a similar picture. Pupils attain at the expected levels in English, but less well in mathematics. Progress for all pupils in Key Stage 2 pupils is good and where the school has put in place intervention programmes for pupils with special educational needs, specifically in mathematics, this is has been particularly effective.

Pupils say they feel safe in school and this is supported by all the parents who responded to the questionnaire. Pupils say there is no bullying and are confident that any problems they experience will be dealt with by the staff. The behaviour of pupils is good both within the school and out of lessons. They are polite to visitors and caring towards each other. Pupils enjoy the physical activities provided by the school including the many clubs run by the play leaders to keep everyone fit and healthy.

Pupils are very proud of and committed to their school community and have a significant say in its running. The school council is responsible for its own budget ensuring the

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school acquires value for money. Pupils support the local community extremely well by encouraging sustainable living and helping to develop the local amenities. They support international causes through fund raising for charities. Pupils are keen to come to school and develop the appropriate skills for their future well being.

Pupils from different backgrounds mix well with each other and show a sense of social responsibility. They have enjoyed the many cultural and artistic opportunities provided by the school. Pupils understand about cultural differences through video links with a school in France and former pupils who now live overseas. However due to the location of the school, pupils' opportunities to mix with a diverse range of ethnic and religious backgrounds is limited.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

The quality of teaching is good. Teachers are particularly adept at managing mixed-aged classes and ensuring that pupils of all abilities are usefully engaged in quality learning. The teachers' evaluations at the end of the lessons are effective in consolidating pupils' learning and assessing how well they have achieved. The year books, which the pupils

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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have for both English and mathematics, show a high standard of presentation and are a source of pride for the pupils. These books provide a comprehensive record of pupils' progress with an evaluation of their own learning. In lessons learning support staff are well used. Their level of expertise means that the teacher can delegate, with confidence, the responsibility for supporting small groups, knowing that pupils, including those with special educational needs and or disabilities will make good progress.

The school's curriculum has been developed so that pupils learn their basic skills through a range of topics. Pupils have plenty of opportunities to experience practical activities. This ensures a high level of interest in what they are doing such as experimenting with the construction of a bridge or writing the instructions of how they planted a seed. The pupils are actively involved in a good range of extra curricular activities some of which are organised by the pupils themselves.

The school works very well with families, children and a range of agencies to improve the learning experiences for the pupils. Well-targeted support for all pupils has enabled them to make the best of the opportunities provided by the school. Excellent transition arrangements are put in place for pupils with special educational needs and or disabilities who are transferring to high school so that they adjust well to this major change in their life.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The headteacher is well respected by the school's community and has been instrumental in setting the school's direction and driving improvement. She has an accurate understanding of the school's strengths and weaknesses. She is ably supported by her team of staff who share this vision for improving outcomes for pupils and providing an interesting and lively curriculum. The subject leaders monitor the work of the school, identify priorities and use the pupils' assessment data to set targets. The monitoring is not always sufficiently evaluative to ensure the school development plan reflects what the school needs to do to improve the quality of teaching and learning. This is hindering the governing body's effectiveness in challenging the school. The school works effectively with a range of partners and this has enabled the school to make better provision than it would otherwise have been able to do.

Staff are committed to ensuring that all pupils have every opportunity to achieve regardless of their background and ensuring all pupils' needs are catered for. The school

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has carried out an audit of its social, ethnic and religious context and understands that well. As a result, it has devised and implemented an action plan to improve the way it promotes community cohesion.

The governors have been vigilant in ensuring that safeguarding procedures are robust and all statutory requirements are in place. Staff have recently been trained in child protection and appropriate risk assessments have been undertaken for activities.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Good provision in the Reception class ensures that children achieve well across all the areas of learning and are integrated well into a mixed age class where older pupils are often good role models for the younger ones.

Adults plan a good range of practical and purposeful tasks that engage children's interests. Staff are skilled at letting children do things for themselves so that they learn from experience and quickly become independent. There is a good balance between activities that children explore for themselves and those that adults lead. The emphasis on the teaching of basic skills means pupils achieve well in their early reading, writing and mathematical skills. Adults' interaction with children is also a strength and this effectively develops children's speaking, listening and thinking skills.

Children show a strong sense of enjoyment for learning. For example, there was great enthusiasm when they shopped in the garden centre and served refreshments in the cafe. Learning through play is strongly encouraged as seen when children played with the sand and water experimenting with a water whistle. Staff have high expectations



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that children will cooperate with one another, share, and take turns. As a result, children behave very well.

The leadership team which includes a recently appointed member of staff is just establishing itself but has quickly identified areas for improvement. Adults work together well and there is a strong commitment to reflect on practice and improve. Systems for observing and recording individual children's progress are effective although staff do not always use this information to plan activities in detail for the specific needs of individual children.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Many parents choose to send their children to Woodton and they speak highly of the school. This is reflected in their responses to the questionnaire which shows that parents are overwhelmingly positive about their child's experience at the school, a view shared by the inspector.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Woodton Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspector received 13 completed questionnaires by the end of the on-site inspection. In total, there are 33 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	10	77	3	23	0	0	0	0
The school keeps my child safe	9	69	4	31	0	0	0	0
The school informs me about my child's progress	8	45	3	36	2	18	0	0
My child is making enough progress at this school	8	62	4	31	1	8	0	0
The teaching is good at this school	10	77	1	8	0	0	0	0
The school helps me to support my child's learning	7	54	5	38	1	8	0	0
The school helps my child to have a healthy lifestyle	9	69	4	31	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	9	69	2	15	0	0	0	0
The school meets my child's particular needs	9	69	3	23	1	8	0	0
The school deals effectively with unacceptable behaviour	7	54	5	38	0	0	0	0
The school takes account of my suggestions and concerns	7	54	3	23	1	8	0	0
The school is led and managed effectively	10	77	2	15	0	0	0	0
Overall, I am happy with my child's experience at this school	10	77	2	15	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



30 June 2010

Dear Pupils

Inspection of Woodton Primary School, Bungay, NR35 2LL

Thank you for making me feel so welcome. You told me how proud you are of your school. I agree with you that Woodton is a good school where you learn about many important things which will help you as you get older.

I was very impressed with your good behaviour, your high attendance and the courtesy shown to each other. You are very involved in making your school a thriving community and taking responsibility for things that will improve it. I am pleased that you feel secure and are confident that the adults who support your learning will help you sort out any difficulties you might have.

To make your school even better I have asked Mrs McGowan, the teachers and the Governors to improve some things. They have agreed to make sure the senior staff judge how good the teaching is by watching lessons and checking your assessment information. This will help them to decide precisely what is needed to improve the quality of learning for you, plan how to do that and give the governors accurate information about how good your school is. You can help by trying your best. I have also asked your governors to make sure they use this information to ask questions at their meetings about what the school is doing and how it will be of benefit to you.

I hope you will continue to enjoy all the exciting things your school is involved with. I am sure those of you who are about to go to your new high school will have fond memories of Woodton.

Yours sincerely

Karen Heath

Lead inspector

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