

# Woods Loke Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	124641
<b>Local Authority</b>	Suffolk
<b>Inspection number</b>	340619
<b>Inspection dates</b>	18–19 January 2010
<b>Reporting inspector</b>	Jill Bavin

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>	3–9
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	351
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Jeff Case
<b>Headteacher</b>	Mark Prentice
<b>Date of previous school inspection</b>	7 September 2006
<b>School address</b>	Butley Drive Oulton Broad Lowestoft
<b>Telephone number</b>	01502 561234
<b>Fax number</b>	01502 512876
<b>Email address</b>	headteacher@woodsloke.suffolk.sch.uk

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Royal Exchange Buildings  
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Manchester M2 7LA

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## Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 13 lessons, and made a further eight brief visits to classes. They observed 13 teachers for almost 40% of the time. They held meetings with governors, staff, and groups of pupils both formally and informally. They looked at data showing the progress made by pupils. They looked at procedures for safeguarding pupils, documents, policies and the school's planning for further development. In addition, questionnaires returned by 103 parents and carers, 51 pupils and 19 staff were analysed.

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

- the level of challenge for more able pupils, especially in mathematics
- the impact of the school's focus on raising boys' achievement
- the impact of teachers' use of assessment, including their marking and use of individual targets with pupils.

## Information about the school

This large school currently caters for pupils up to the end of Year 4. The school is in the process of local reorganisation and will take Year 5 pupils from September 2010 and Year 6 pupils from the following year. Most pupils are of White British heritage and very few are learning English as an additional language. Overall there are fewer pupils with special educational needs and/or disabilities than is typical nationally, but in some year groups the proportion is high. The proportion of pupils eligible for free school meals is lower than the national average.

The headteacher has been in post for just over three years and during this period there have been significant changes to the senior leadership team. The school has experienced several staff changes recently and more than half the staff in the Early Years Foundation Stage are new this academic year. The school gained Healthy Schools status in 2009 and has received the Activemark in recognition of its physical education provision for the past three years.

There is pre-school provision on site, but it is managed separately and did not form part of this inspection.

**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?**

**3**

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

**3**

## Main findings

Woods Loke is a satisfactory school with several strengths. These are most significantly related to the good quality care it provides and pupils' personal development.

Particularly impressive is the extent to which pupils feel safe and champion healthy lifestyles through the special projects they undertake. Staff share a genuine concern for pupils, who appreciate this friendly school where adults are approachable.

Pupils' achievement is satisfactory and steadily improving. Children join the nursery with broadly expected levels of skill, knowledge and understanding, but their speaking and social skills are often limited. They make satisfactory progress, although the new staff team is aware that children are not given the best possible opportunities to develop their independent learning skills. This satisfactory progress continues for most pupils in the older year groups, and they leave the school at the end of Year 4 at broadly expected levels in English, mathematics and science. Pupils with special educational needs and/or disabilities make good progress throughout the school because of the extra help they receive.

Pupils behave well, so lessons proceed smoothly. In all classes, inspectors observed features of good teaching. However, learning is often satisfactory rather than good. This is usually because teachers do not use assessment information fully to modify tasks for different groups of pupils. Also pupils are not always given specific learning intentions or involved in evaluating how well they have done. Similarly, the usefulness of marking in books varies. There are examples of good practice within the school, but a lack of consistency means that pupils are not always clear about what they are aiming for and how to improve their work.

The curriculum meets pupils' needs satisfactorily. Special events such as 'SHARE' and themed history days enrich pupils' learning very successfully. Planned connections between subjects are beginning to help pupils to make links in their learning, but these are not yet consistently made. Plans are necessarily focusing on preparing for the incoming Year 5 pupils. Senior leaders rightly recognise that this provides an opportunity to increase a thematic approach to learning to benefit all pupils and to ensure that computer skills are used more regularly in all subjects.

Senior leaders have successfully led improvements since the previous inspection. These include improving the breadth of the curriculum for pupils in Key Stage 2, introducing French and a more structured programme for personal and social education. They have successfully begun to improve boys' achievement. Most importantly, they have developed a comprehensive system for checking how well each pupil is progressing, and introduced regular 'progress meetings' to review the resulting information.

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Consequently, they are providing more rigorous and focused extra help, especially for pupils who find learning difficult, although focused intervention for pupils who find learning easier is at an early stage of development. Self-evaluation is mostly accurate and a recent track record of effective action to secure improvement means that the school has a satisfactory capacity for sustained improvement.

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

- Increase the amount of good teaching and learning, by consistently challenging pupils and ensuring they understand precisely what they are aiming for and are able to participate in evaluating their progress.
- Improve provision in the Early Years Foundation Stage by reviewing the use of accommodation and resources for learning, to ensure they always support good quality independent learning.
- Embed plans to make more links between subjects and ensure that computers are used more consistently in all subjects.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

Inspectors took particular interest in the achievement of more able pupils because national data for 2009 indicated that they did less well than their peers nationally, especially in mathematics. However, lesson observations showed that these pupils make similar progress to that of their peers. For example, in an upper set in Year 2, pupils made satisfactory progress in using different counting methods to organise data, because of sound planning and a good pace to the lesson. Pupils in a lower mathematics set in Year 3 made satisfactory progress in understanding the idea of 'more' and 'less' because of the good use of practical resources, even though the pace was too rushed to extend learning with extra questions. When teachers modify work precisely, they challenge pupils at different levels effectively and pupils' progress is accelerated. For example, in a history lesson in Year 4 more able pupils made good progress because the level of challenge to conduct an investigation about roles in Ancient Greek society met their needs well. Other groups made equally good progress because tasks and resources were well-pitched to their needs.

Inspectors also took particular interest in boys' learning because the school had identified this as a recent focus. Lesson observations confirmed the school's success in ensuring that boys and girls make similar rates of progress.

Pupils are polite and courteous, reflecting the school's success in promoting good behaviour. Pupils mention occasional 'naughty' behaviour in the playground but it does nothing to diminish how safe they feel. Pupils' understanding of how to keep safe is exceptionally mature for their age. They are extremely enthusiastic about keeping fit and healthy. Participation in sports clubs is high, and older pupils have produced an

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anti-smoking DVD. Pupils' good contribution to the school and wider community is demonstrated through their various mentoring roles within school and their local environment work. Spiritual, moral, social and cultural development is good. Pupils are becoming thoughtful and responsible people, but as yet have a less developed awareness of the diversity within Great Britain.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
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>1</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>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Good features of teaching in all classes include good relationships between adults and pupils, which contribute to adults managing pupils' behaviour effectively. Teaching assistants make a valuable contribution to pupils' learning, especially in small group work with pupils who find work challenging, although they are not always used as effectively as possible throughout lessons. Teachers make good use of technology to engage pupils' interest, and because their subject knowledge is secure they introduce new ideas clearly. However, they do not always ensure that targets for different groups of pupils are clearly identified and shared with them. This restricts opportunities for involving pupils in evaluating their own learning. For example, a Year 3 art lesson did

<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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not produce the accelerated learning that the detailed planning warranted, because expectations of different groups of pupils were not shared with them and opportunities for them to evaluate their work were limited.

A scrutiny of pupils' books showed that the usefulness of marking varies widely. There are examples of teachers identifying what a pupil has done well and the next steps they need to address, but this is inconsistent. Learning targets are often expressed in adult language and so pupils find it hard to retain them.

Pupils' learning and enjoyment are enhanced through a good variety of special events. The 'history off the page' day during the inspection provided pupils in Year 1 with excellent learning opportunities because it was extremely well planned, lively, and practical, incorporating science as well as history. It also enriched pupils' spiritual development by promoting a sense of wonder at the idea of life before they were born. There are some good links made between subjects, such as art and history. Projects such as the anti-smoking project for Year 4 pupils provide good opportunities for pupils to apply various skills. The school recognises that it has not yet fully succeeded in embedding the thematic approach to learning across the curriculum.

Almost all pupils surveyed through the inspection feel well cared for: an indication of how successfully the school helps its most vulnerable pupils to develop self-confidence. The school's commitment to providing good care and guidance for pupils and support for families is exemplified by the extended services it provides for families in hardship. The 'Ripple Effect' project has had a very positive effect on the pupils involved, both academically and personally.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

Most pupils surveyed through the inspection feel the headteacher and senior staff are doing a good job. Most parents and carers are equally positive. They believe the school to be led and managed effectively and most feel well informed about their child's progress. This reflects the school's varied links with parents and carers, achieved through a variety of activities such as sharing lunch with pupils, curriculum workshops and the developing website. Good community cohesion is enriching pupils' experience, having a positive impact on families and the school's immediate community. It is planned and evaluated well, especially in relation to the school's analysis of socio-economic circumstances. Arrangements for safeguarding are good and fully meet

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statutory requirements.

The school's good partnerships with other organisations enable it to provide opportunities for pupils that it could not provide alone. Work with vulnerable pupils is more established than work with more able pupils, including those who are gifted and talented, which is why the school's work to promote equality of opportunity is satisfactory overall.

Governance and the direction to drive improvement are satisfactory. The school is emerging from a period of inaccurate assessment. This hampered its measurement of pupils' progress until the recent past. Although senior staff have a realistic understanding of the school's strengths and weaknesses, some of their judgements about how well it is doing are aspirational rather than fully accurate. Nevertheless, this is a cohesive school where the headteacher, senior staff, staff and governors share a commitment to school improvement.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</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>3</b>

## Early Years Foundation Stage

In the Early Years Foundation Stage, children make good progress in their social skills and satisfactory progress in other areas of learning. In some sessions they make good progress. For example, high expectations and skilful support enabled Nursery children to learn more about the letter 's' and its sound. Children in the Nursery have good access to outside learning, but this is not always the case in the Reception classes.

Staff have begun to reflect the latest national guidance by giving children more opportunities to make choices and pursue their interests, but this is at an early stage of



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development. Suitable activities are provided for children to select at certain times during the day. Learning resources are satisfactory but not always sufficiently stimulating to harness children's curiosity fully and accelerate their learning. The accommodation is too crowded with different activities, which can be counter-productive and limit children's choices of how to use learning resources.

Staff keep regular records of children's achievements, which gives them a broad view of how well each child is doing. However, the use of daily observations to help adults modify their comments and questions to support individual progress when children are working independently is inconsistent.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

**Views of parents and carers**

Most parents and carers appreciate the school's work. About a third of returned questionnaires included comments, and several expressed concerns related to the school building and the implications of reorganisation. In response to the questionnaire the greatest areas of disagreement, expressed by a few parents and carers, concerned how the school deals with unacceptable behaviour and takes account of parents and carers' views. Inspectors saw behaviour being managed well, and pupils confirmed that this was typical. The inspection found links and communication with parents and carers to be generally good. Overall most parents and carers were happy with their child's experience of the school.

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

Ofsted invited all the registered parents and carers of pupils registered at Woods Loke Community 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 103 completed questionnaires by the end of the on-site inspection. In total, there are 351 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	65	63	34	33	2	2	1	1
The school keeps my child safe	67	65	34	33	1	1	0	0
The school informs me about my child's progress	43	42	55	53	4	4	0	0
My child is making enough progress at this school	49	48	46	45	7	7	0	0
The teaching is good at this school	57	55	45	44	1	1	0	0
The school helps me to support my child's learning	49	48	48	47	5	5	0	0
The school helps my child to have a healthy lifestyle	44	43	53	51	5	5	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)	35	34	55	53	5	5	0	0
The school meets my child's particular needs	41	40	56	54	4	4	0	0
The school deals effectively with unacceptable behaviour	38	37	47	46	8	8	1	1
The school takes account of my suggestions and concerns	39	38	49	48	8	8	0	0
The school is led and managed effectively	49	48	48	47	3	3	1	1
Overall, I am happy with my child's experience at this school	58	56	42	41	2	2	1	1

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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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.**



20 January 2010

Dear Pupils

Inspection of Woods Loke Community Primary School, Lowestoft, NR32 3EB

I should like to thank you for being so friendly and helpful when we visited your school recently. A special thank you goes to all the children who met with us, showed us your work and shared your ideas.

We were pleased to see that most of you are making steady progress in your work. Children who find learning quite hard are making good progress because of the extra help they are getting. It was good to hear how much you like your teachers and how well cared for you feel. We were impressed at how much you knew about how to keep safe, fit and healthy. You are also very grown up in the way you help each other and help around the school, well done!

We know you enjoy all the special days and special weeks that make learning fun and we saw that children from Year 1 had a wonderful time learning about old toys while they were in school. This event also involved your families. We have asked the governors, headteacher and teachers to do three things to make your school even better. We should like them to make sure that you always know exactly what you are aiming for in your work, and that different pupils in each class or set have different work to suit them. We have asked them to give you more chances to learn through 'topics', like your special days, and more opportunities to use computers. We have also asked the teachers in the nursery and reception to have a think about how they use their space and what they can provide for children to work with that is even more exciting. You can help your school to keep getting better and better by continuing to work hard and behave well. We enjoyed meeting you all very much.

Yours sincerely

Jill Bavin

Lead inspector

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