

Woodbridge Primary School

Inspection report

Unique Reference Number	124619
Local Authority	Suffolk
Inspection number	359725
Inspection dates	4–5 November 2010
Reporting inspector	Judi Bedawi

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	219
Appropriate authority	The governing body
Chair	Pauline Hammond
Headteacher	Mark Krisson
Date of previous school inspection	21 November 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed nine teachers in sixteen lessons or parts of lessons. The inspection team held meetings with pupils, representatives of the governing body and staff. They observed the school's work, and looked in detail at pupils' books, a range of school documentation, policies, monitoring records and data on pupils' attainment. Inspectors received and analysed 105 parental questionnaires.

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

- Have the strategies used to raise standards in mathematics had a positive impact?
- How has assessment improved teaching and learning?
- Have monitoring procedures led to improved attendance?

Information about the school

Woodbridge Primary is an average size semi-urban school that admits almost all of its pupils from the local area. Most pupils have White British backgrounds, with a below average proportion from minority ethnic groups. A very few pupils are at the early stages of learning the English language. There is a well below average proportion of pupils with special educational needs and/or disabilities with a below average proportion having a statement of special educational needs. Speech, language and communication difficulties predominate, followed by moderate learning difficulties and behaviour difficulties. The school has Healthy School status, the Bronze Eco-Award and is working towards gaining the Rights Respecting 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

This is a good school that is sharply focused on raising standards; it is providing an education that enables pupils to become independent and confident learners. As a result, they enjoy lessons that proceed at a good pace and they work hard with good concentration and interest. Their attendance is above average and their behaviour is good. Parents and carers express satisfaction about their children's education by saying, 'It is a positive and well-run school offering our children a good educational experience, striving for high standards at all levels,' and 'One happy child, one happy parent'.

The headteacher has moved the school on rapidly since his arrival two years ago. He has the full confidence of his staff team and the governing body who undertake their monitoring duties with rigour. They all share the ambition and drive to achieve the highest outcomes and life chances for each pupil.

Almost all children in the Early Years Foundation Stage make good or better progress, including those with special educational needs and/or disabilities and those learning to communicate in English. They move into Year 1 at, and increasingly above expected levels in reading, writing and mathematics. This good progress continues through to Year 6. Standards in mathematics and science have risen significantly in 2010 and are sustained in English, for almost all pupils. More able pupils in Year 6 did not all gain higher levels in writing, but achieved above average results in mathematics, science and reading.

The good and accelerating progress is due to good teaching with an increasing proportion that is outstanding. The work provided through a curriculum that is moving towards a more topic-based approach, encourages pupils to do their best and builds well on previous learning. Assessment is good, as is adaptation of planning to meet individual needs, so that pupils know their next steps of learning. The marking of written work is more variable across the school. This is because existing good practice is not consistently shared and pupils do not always improve their work by following teachers' suggestions. Pupils have an excellent understanding of active lifestyles and eat well. They feel exceptionally safe and readily seek advice if they need support; all staff care for them very well. Pupils hold mature views about personal safety. There are significant strengths in their involvement and responsibility within the school and local community, but their understanding of diversity across the United Kingdom and of lifestyles that are different from their own, globally, is less developed. Pupils are tolerant and support each other well in learning and at play.

Senior leaders know the school's strengths and weaknesses well and continually evaluate its progress. Targets are regularly reviewed and shared with staff. Standards are above average, pupils' outcomes are good, with some outstanding aspects and leadership and management at all levels are good. Previous report issues have been fully addressed and the school has good capacity to improve further.

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What does the school need to do to improve further?

- Raise standards in writing for more able pupils by:
 - providing stimulating challenges that motivate extended writing tasks
 - ensuring that pupils know and understand the features of higher level writing.
- Develop the marking of written work by:
 - modelling existing good marking and feedback practice and extending it consistently across the school
 - ensuring that pupils use teachers' comments to improve their work.
- Seek interesting ways to expand pupils' understanding of diverse societies and communities around the United Kingdom and the world.

Outcomes for individuals and groups of pupils

2

Children start school with attainment that is broadly in line with age-related expectations, although the proportion with speech and language difficulties is increasing. Pupils are well prepared to learn in lessons that they find stimulating. They are well-organised and work with good independence; they also co-operate productively when working in teams. This was observed in an exhilarating Year 2 art lesson, making 3D firework pictures with a strong sense of movement and light. The class watched a firework display on the interactive whiteboard reminding them of Diwali celebrations. At the end, excellent verbal assessments suggested positive improvements. For example, one pupil said the picture was a 'bit busy', but liked the 'very good' colours. Pupils use basic skills well in different subjects, such as writing in mathematics and data-handling in geography. They work confidently with information and communication technology in lessons. Pupils attain above average outcomes in Year 2 teacher assessments. In the 2010 end of Year 6 tests, from their broadly average attainment on entry, pupils attained above average results in English, mathematics and science. The more able Year 6 pupils performed less well than expected in writing. Pupils with special educational needs and/or disabilities and those still learning English, perform well.

Friendships are strong and pupils show excellent responsibility as play leaders, and in guided reading sessions with younger pupils. Pupils take on the role of junior road safety officers in the school and local area, campaigning for safer parking and a school crossing. They helped to encourage a local bookshop owner to start a successful school-based book club. However, wider aspects of life and diversity in the United Kingdom and around the world are less developed, although a group of Masai warriors and a Ghanaian choir have visited. Pupils feel exceptionally safe in school and act maturely when taking measured risks; they take strong heed of internet safety; older pupils undertake 'crucial crew' training, to help them stay safe when outside school. The uptake of healthy lifestyles is excellent; sport is prominent, with swimming, use of external coaches and pupils who enjoy playing football on the hard surface pitch. Fruit snacks are readily available and enjoyed. A pupil commented that they sometimes have chocolate puddings for school lunches but does not have chocolate in his lunch box.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
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
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teaching is good with a small but increasing proportion that is outstanding. Teachers are enthusiastic about their subjects so pupils readily rise to achieve challenges set in lessons. Well-trained support staff work closely with teachers to ensure that any pupils who need extra help, including those with special educational needs and/or disabilities, are identified quickly and provided with focused work to address any gaps in learning. Lessons proceed at a good pace, with questions that demand full answers and work that progressively builds on prior learning. There is particularly good practice in reviewing and amending daily lesson plans. Assessment is used well so that teachers have an accurate view of pupils' attainment levels and progress. From the Nursery upwards, pupils have targets and know how to reach the next step or level. There is some good practice in written marking but this is inconsistent across the school; pupils do not always act on their teachers' written comments to improve their work; teachers do not always check that pupils have amended work.

The curriculum is well adapted and planned to meet pupils' individual needs, including those who have special educational needs and/or disabilities, those learning English, or those new to the school, so that they are enabled to make good progress. There are strengths in mathematics, science, reading and the development of writing for almost all pupils. Physical education, art and hands-on practical mathematics are much enjoyed by pupils. An increasingly cross-curricular, topic-based approach to learning develops pupils'

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individual interests and research skills well. However, lessons do not always start promptly which can lead to some loss of learning time. Information and communication technology is an integral part of most lessons. There are good opportunities for enrichment through visits and visitors.

Pastoral care is a strength of the guidance and support offered to pupils. Staff are skilled at getting the best out of pupils and at 'being there' for them if they are experiencing difficulties. Pupils and families whose circumstances make them more vulnerable are well-supported and empowered to get the external support needed to overcome barriers to learning. Monitoring of attendance has led to good improvement and raised parental awareness. The school has good procedures to manage behaviour, when there is occasional need. Transition arrangements when children start school and on moving to secondary school are well embedded. Parents and carers are pleased with the good quality of welfare available, summarised in one comment, 'Our child has developed fantastically to overcome speech difficulties,' and 'Good staff, well-managed, they do a great job, I am a happy parent!'

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher, senior leaders and staff work steadfastly to ensure that the drive and momentum that have secured above average standards over the last year, continue at a rapid pace. They are well supported by a governing body that monitors and evaluates school performance well and asks pertinent questions that challenge senior leaders' decisions, for example, about expenditure on the school library. Leadership, management and delegation of responsibility at all levels are good. The staff enjoy their increased involvement in decision-making to move the school on to greater heights.

Safeguarding is good and fully meets government requirements. The single central register is regularly updated. Partnerships with parents, carers and others are good. The school has introduced half-termly progress meetings to involve parents and carers more in supporting home learning. Fundraising by the parents' association is greatly valued. Local school cluster links have a good impact on providing activities that extend learning opportunities, for example, in sports and in sharing the costs of staff training.

Although there are close links within the local area, community cohesion is satisfactory. The school has audited and reviewed its provision, to seek ways to extend pupils' understanding of communities that are different to their own, within the United Kingdom and around the world. Equality of opportunity is good. Pupils do well in almost all aspects of their learning and treat each other with respect. There is positive promotion of

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children's rights, and this is valued by children and their parents and carers. Discrimination is not accepted in any form.

These are the grades for leadership and management

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

Early Years Foundation Stage

Nursery and Reception children are supported well from the start by staff who understand their emotional and learning needs. This enables them to settle happily and quickly into well-planned daily routines that build confidence, making them feel secure and valued. On entry, children's skills and knowledge of letters and sounds and of calculating number, is less well developed. Over time, they make good progress in all areas of learning, particularly so in early writing and number work. This is because teachers and their assistants have a good focus on firmly embedding basic skills in games and learning activities, including writing in 'special books,' that children enjoy and proudly share. Those just starting to learn English, or who have special educational needs and/or disabilities are identified early and provided with the right sort of trained support to meet their individual needs. As a result, they make good progress. Ongoing assessment is good; children are set age-appropriate targets to help them to remember things they find difficult. This builds a full picture of individual progress and development, regularly shared with parents carers. Moving into Year 1, most children reach above average standards. Children are encouraged to become independent and are very inquisitive about the world around them. Their behaviour is good and they sustain interest, relating well in group activities. There is a generally good balance of adult-directed and child-led activities in all areas of learning, which are well-resourced. There are strengths in using the outdoor Nursery provision enabling children to explore and discover when, and as they wish, in all weathers. Use of the Reception outdoor area is more formal, so that there are fewer opportunities for imaginative play. Leadership and management are good, monitored and evaluated thoroughly by the headteacher. Parents and carers appreciate their children's experiences

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and express this by saying, 'The staff are so lovely and caring' and 'They give every child the chance to experience something new, my daughter is fast learning her letters and numbers'.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

Of the parents and carers who responded to the questionnaire, the overwhelming majority agree that their children enjoy school and are kept safe. The very large majority agree that teaching, leadership and management are good, that their children make good progress and that they are kept well-informed about how their children are doing. They further agree that their children are encouraged to lead healthy lifestyles and that their behaviour is good. They are happy with the quality of education provided. The large majority agree that their suggestions and concerns are heard. A small minority of parents and carers feel that the school pays less attention to their suggestions and concerns, particularly about only playing football within the fenced area. Inspection findings showed that the school does respond to and keeps records of parental concerns or suggestions.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Woodbridge 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 inspection team received 105 completed questionnaires by the end of the on-site inspection. In total, there are 219 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	76	72	28	27	0	0	1	1
The school keeps my child safe	59	56	43	41	0	0	0	0
My school informs me about my child's progress	47	45	45	43	7	7	1	1
My child is making enough progress at this school	42	40	51	49	6	6	2	2
The teaching is good at this school	50	48	47	45	1	1	1	1
The school helps me to support my child's learning	39	37	59	56	2	2	2	2
The school helps my child to have a healthy lifestyle	34	32	60	57	7	7	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)	37	35	56	53	1	1	0	0
The school meets my child's particular needs	41	39	50	53	4	4	1	1
The school deals effectively with unacceptable behaviour	26	25	58	55	7	7	2	2
The school takes account of my suggestions and concerns	21	20	54	51	11	10	6	6
The school is led and managed effectively	37	35	47	45	10	10	2	2
Overall, I am happy with my child's experience at this school	60	57	40	38	3	3	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 all 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



8 November 2010

Dear Pupils

Inspection of Woodbridge Primary School, Woodbridge, IP12 1SS

On behalf of the inspection team, thank you for giving us such a friendly welcome when we visited your school recently. You helped us a lot by telling us so much about your work and learning. You go to a good school and we can see how much you enjoy your lessons. We were impressed by the way you feel extremely safe and care about each other and your excellent adoption of healthy lifestyles. Well done! You told us that you like your teachers and most subjects, including mathematics, reading, writing, science, art and physical education. You want to learn even more about other people's lives. You are making good progress and reach higher standards than pupils in most schools. You do well because the adults are good at helping you to learn and they take great care of you, so that you feel happy and want to do your best.

Your headteacher and the staff want to make your school even better. I have asked them to:

- make sure that those of you who find work easy, get better at producing longer pieces of interesting writing that is of higher quality
- develop their marking of written work so that you know what needs improving; you can help by always doing what your teachers suggest to make your work even better
- think of ways to help you learn more about how other people in this country and around the world, lead their lives. I am sure you could suggest some interesting ideas to help your teachers.

We all enjoyed meeting you and hope that you enjoy the rest of your time at Woodbridge.

Yours sincerely

Judi Bedawi

Lead inspector

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