

Woodbridge Primary School

Wilkinson Way, Woodbridge, IP12 1SS

Inspection dates 19–20 June 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school

- Standards in both Key Stage 1 and 2 have improved in the last year and are now above average, especially in reading.
- Achievement in mathematics and writing is improving at a rapid pace.
- The achievement of pupils in the Early Years Foundation Stage is good, especially in literacy.
- Disabled pupils and those who have special educational needs make good progress as a result of receiving additional support that closely matches their need.
- Pupils take pride in their work and take note of teachers' advice in order to improve it.
- The school provides a safe and nurturing environment and pupils say they feel safe. Parents generally agree.
- Behaviour around the school is good. Pupils show respect for one another and for adults.
- The headteacher and senior staff lead the school well. Leaders' monitoring of teaching and pupils' progress has helped raise achievement, especially this year.
- Attendance is above average.
- Governors are enthusiastic about the school and have high aspirations for the pupils. They have an accurate view of the school's performance and successfully drive improvements forward through rigorous monitoring.

It is not yet an outstanding school because

- Teachers do not always set work that is sufficiently demanding for the most-able pupils.
- Although it is improving, the achievement of pupils in writing, especially the proportion making rapid progress, is not as strong as it is in reading.
- Marking in mathematics is not as detailed as it is in literacy and, as a result, pupils are not always clear about the steps they need to take in order to improve their work.

Information about this inspection

- The inspectors saw eight lessons and parts of lessons, six of which were observed jointly with senior members of staff.
- The school’s work was discussed with teachers, four members of the governing body and two representatives from the local authority.
- Inspectors took account of 46 responses from parents to the on-line questionnaire (Parent View).
- The questionnaire returns of 16 staff members were considered.
- The inspectors examined a wide range of documentation which included: the school’s own assessment data; minutes from governing body meetings; the school’s own view of its effectiveness; safeguarding documents and reports on staff appraisal.
- Inspectors examined samples of pupils’ work; listened to them read and met with small groups of pupils.

Inspection team

Caroline Pardy, Lead inspector

Additional Inspector

Madeleine Danaher

Additional Inspector

Full report

Information about this school

- The school is a smaller than the average-sized primary school.
- Most pupils are from a White British background and few speak English as an additional language.
- The proportion of pupils supported by the pupil premium is below average. The pupil premium is additional funding for those pupils known to be eligible for free school meals and children who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs who are supported at school action is below average. The proportion supported at school action plus or with a statement of special educational needs is just above the national average.
- The school meets the government's current floor targets, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- In 2012-13 the school experienced disruptions to teaching staff which resulted in some classes having more than one teacher during the year.

What does the school need to do to improve further?

- Increase the proportion of pupils making rapid progress by:
 - providing more demanding work for the most-able
 - improving the quality of writing across the school
 - improving the quality of marking in mathematics so that is as effective as the marking in writing.

Inspection judgements

The achievement of pupils is good

- As a result of rapid action taken by the school, all groups of pupils are now making good progress and are on track to match the high achievement in the school prior to 2013. This is confirmed by the school's most recent data, work in pupils' books and other inspection evidence relating to current pupils.
- After a dip in 2013, because of the disruption to teaching, progress improved so that standards are above average at the end of Years 2 and 6.
- Children join the Nursery with skills that are typical for their age and, as a result of accurate assessment and teaching that closely matches their needs, they make good progress. By the end of the Reception Year, they are well prepared for Year 1.
- Pupils have a good understanding of phonics (the sounds that letters represent in words) and can sound out unfamiliar words. Their achievement was above that of pupils in most schools in the Year 1 phonics check in 2013.
- The support received by pupils who have fallen behind in their reading is effective and they soon become confident readers.
- Pupils who are supported by the pupil premium funding make good progress. In 2013 they achieved results that were slightly better than their peers. They were two and a half terms ahead of their peers in reading and mathematics, and half a term in writing.
- The progress of disabled pupils and those who have special educational needs is similar to that of their classmates.
- The introduction of a commercial scheme to support pupils' writing, originally in Years 5 and 6, is having a positive impact on pupils' achievement in writing. Work in pupils' books shows evidence of pupils making accelerated progress. All year groups are now involved in the project which is enabling younger pupils to make similar levels of progress.
- The progress of the most-able pupils is good overall, but sometimes falters when teachers do not set them work which is demanding enough.

The quality of teaching is good

- The positive relationships between the pupils and teachers have a good impact on the quality of learning. Teachers know pupils well and, as a result, plan interesting lessons which engage them. In one lesson, inspectors observed pupils making observational drawings of leaves and this resulted in them asking lots of questions about creatures that live on leaves, and about leaf colour. This, in turn, led to a lively conversation which promoted pupils' understanding well.
- Teaching and support staff know pupils' abilities well and are very sensitive to their particular personal and learning needs. The additional adults who support disabled pupils and those with special educational needs have a detailed knowledge of those who require high levels of support and, as a result, they help them to make good progress.

- Teaching in the Early Years Foundation Stage is good. Learning activities based in the garden provide opportunities for the children to develop and extend their knowledge of the natural environment, as well as helping them to develop their self-confidence.
- Teachers use questioning well, especially on a one to one basis, to judge pupils' knowledge and understanding and then use this to modify work.
- Homework is relevant, set regularly and completed by pupils. This is having a positive impact on pupils' attainment, especially in writing.
- Teachers' marking, especially in literacy, clearly indicates the next steps pupils have to take in order to improve their work. Pupils take note of this advice and teachers make sure that pupils complete their 'next step' targets. The advice given to pupils in mathematics is less detailed and, as a result, pupils are not always clear what they need to do to improve their work.
- Teachers have high expectations for the pupils. However, there are occasions when the work set for the most-able pupils is not sufficiently demanding.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils demonstrate positive attitudes to learning in almost all lessons. There is very little disruption that could prevent pupils learning. There are very few pupils who need an adult to remind them to concentrate on their work.
- The pupils demonstrate respect for the learning environment, and a pride in their school and their work. They are keen to engage in lessons and after-school clubs. At break and lunch times, pupils were very keen to talk to the inspectors about their school and tell them how much they enjoyed coming. One pupil told an inspector that they thought the school was: 'Better than satisfactory.'
- The school's work to keep pupils safe and secure is good. It provides a non-discriminatory environment where the differences in pupils are accepted and nurtured and their contributions are valued. Pupils are taught how to keep themselves safe, for example through their personal, social and health education lessons, in information and communication technology (ICT) lessons and in assembly. They are aware of the need to keep themselves safe when using the internet and of the dangers of cyber-bullying.
- The school council has worked with teachers to define bullying and when asked about bullying all pupils agreed it does not happen. One pupil told an inspector: 'We might call one another silly names, but not if they don't like it. If you do that and keep on doing it then it's bullying'. Pupils told inspectors that, if someone does upset them, they have confidence in adults resolving the problem. There are no instances of bullying or racism recorded in the last year, and most parents and all staff agree that bullying is not an issue in the school.
- Pupils have good opportunities to take on leadership roles within the school; for example, as school council representatives and games leaders.
- Attendance is above average.

The leadership and management are good

- The headteacher provides good leadership. He is aware of the strengths of the school and the areas that require improvement. Thorough evaluation of the school's performance, together with his prompt action in introducing a more rigorous method of tracking pupils' progress, and the introduction of a new way of teaching writing, mean achievement is improving within the school.
- Teaching is rigorously monitored by senior staff. In the joint observations carried out with inspectors, their judgements were accurate. School leaders link the quality of teaching with their performance management. The headteacher regularly meets with staff to talk about pupils' achievement, and there is regular checking of pupils' work by subject leaders. This information is used to plan the training needs of the school. The headteacher and governors have made it clear that underperformance is not tolerated, and that pay awards are only given for good performance.
- Leadership of the Early Years Foundation Stage is good. The recently appointed leader is aware of what needs to be done in order to improve the facilities and learning of children in the Nursery and Reception. Her work has already resulted in an increased proportion of children making good progress.
- The English, mathematics, special educational needs and assessment leaders regularly monitor the work of staff and its impact. They make sure that all staff are following the agreed procedures; for example, all teachers are marking written work using the correct codes. They also monitor the progress of pupils in order to provide prompt support for any who may be falling behind.
- The school has links with other primary schools in the area and together they have worked together to deliver training to staff and to check the accuracy of one another's marking procedures.
- The school makes good use of the primary sports funding. All pupils take part in their weekly sports lesson which contribute to a healthy life-style. Pupils told the inspectors how much they enjoy them. The school uses the money to employ a specialist coach to deliver lessons together with training another teacher to teach swimming. The school provides opportunities for pupils to learn a new sport, including golf, tennis and judo, at a local club. There is a wide range of clubs on offer after school, such as netball, cricket and football, which all pupils can take part in. Pupils also enter inter-school competitions.
- The local authority has monitored the achievement of pupils within the school and they feel that the actions taken by the headteacher teacher to once again raise achievement are appropriate. The school felt it did not need their support to improve standards but accepted the offer of support to review the work of the school.
- The range of subjects pupils study and the activities they take part in outside of the classroom ensure the school's curriculum engages pupils' interest and helps them prepare for secondary school. The school ensures that its curriculum not only meets the academic needs of the pupils but also their creative and social needs. For example; alongside their music lesson pupils get the opportunity to learn an instrument such as the violin, cello, trumpet or flute.
- Provision for pupils' spiritual, moral, social and cultural development is good. For example, they have opportunities to learn about a variety of different religions and cultures, both in lessons and on visits. Pupils go on field trips linked to their learning as well as visit

museums, watch plays and take part in music groups.

■ **The governance of the school:**

- The Governing body is well organised and has recently undertaken a restructuring to ensure that it makes the most of the skills within the group. Governors clearly understand school data. They analyse it and have a clear understanding of the performance of all year groups within the school. They pay particular attention to the impact the pupil premium is having on the achievement of eligible pupils.
- The governors are actively involved in monitoring and evaluating the work of the school. A governor visits the school weekly in order to look at learning by talking to pupils and visiting lessons. Other governors also carry out monitoring visits; for example, checking the school's safeguarding records as part of carrying out their safeguarding duties. Governors have undertaken appropriate training in order to fulfil all aspects of their role.
- Governors have a clear understanding of teachers' performance and their effectiveness in helping pupils to progress and achieve well. They make sure teachers' performance is properly reflected in their salary progression. They set rigorous targets for the headteacher and hold him to account.
- The governing body manages the finances effectively and is aware of the impact of the sports funding on the health and fitness of pupils. Governors work with the headteacher on the school development plan and monitor the school's progress so they have a good understanding of the strengths and weaknesses of the school. They attend parents' evenings and other school events.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	124619
Local authority	Suffolk
Inspection number	443829

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	225
Appropriate authority	The governing body
Chair	Matthew Freeman
Headteacher	Mark Krisson
Date of previous school inspection	4 November 2010
Telephone number	01394 382516
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