

# Woburn Lower School

## Inspection report

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<b>Unique Reference Number</b>	109493
<b>Local Authority</b>	Central Bedfordshire
<b>Inspection number</b>	356560
<b>Inspection dates</b>	9–10 December 2010
<b>Reporting inspector</b>	Marion Wallace

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>	43
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Shanie Jamieson
<b>Headteacher</b>	Jean Wayment
<b>Date of previous school inspection</b>	21 May 2008
<b>School address</b>	Bedford Street Woburn, Milton Keynes Buckinghamshire, MK17 9QL
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## Introduction

This inspection was carried out by one additional inspector. During the inspection three teachers were seen and 10 lessons were observed. Meetings were held with parents, groups of pupils, governors, and staff. The inspector observed the school's work, and looked at its improvement plan and those of the subject departments, minutes of governors' meetings, assessment information and curriculum planning. In addition a scrutiny of pupils' work and 25 parental questionnaires were received and analysed.

The inspector reviewed many aspects of the school's work. She looked in detail at the following.

- The quality of provision and learning in science and mathematics in Key Stage 1 and Years 3 and 4.
- The progress made by pupils with special educational needs, and by gifted and talented pupils.
- The effectiveness of strategies to maintain standards, achievement, progress and quality of learning throughout the school, particularly as classes are mixed- age.

## Information about the school

Woburn Lower School is a small school. Most pupils come from Woburn, Leighton Buzzard, Dunstable and Milton Keynes area. A large majority of the pupils are of White British heritage. The percentage of pupils with special educational needs and/or disabilities is about the same as similar schools but the percentage with a statement of special needs is well-below average. There are three mixed-age classes. The Early Years Foundation Stage provision is in one class for Reception and Nursery children. The other two classes each provide for Year 1 and 2 pupils and Year 3 and 4 pupils. The school has achieved the Healthy School award and Activemark.

**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?**

**1**

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

**1**

## Main findings

Woburn Lower is an outstanding school. Pupils of all abilities achieve extremely well. Parents and pupils greatly appreciate the high quality care and exciting learning opportunities. Support from parents is unanimous. Parents said, "Woburn Lower School is a fabulous, fabulous school." 'It gives children the best possible start to their academic career. My child has blossomed beautifully since going to the school. The headteacher is clearly inspirational and we all feel very lucky indeed.' 'The teachers are all fantastic and work together well; they are passionate about creating a stimulating environment for all children to learn. They go above and beyond to make the school really special.' 'All the children seem very happy and well motivated. As a parent I feel part of the school, which feels like one big family. We cannot rate the school highly enough.'

The key strengths of the school are:

Pupils make excellent gains in their personal development because relationships are extremely strong and the school ethos is very warm and welcoming.

Standards in reading, writing and mathematics are well above those expected for all groups of pupils because the quality of teaching and learning is outstanding over time.

The provision in the Early Years Foundation Stage is outstanding.

Care, guidance and support are extremely strong, so pupils behave superbly well and are sensible and enthusiastic learners. Parents commented 'Staff deal very effectively with any needs the children may have.'

The curriculum meets the needs of all pupils well and consequently they develop an extremely positive attitude to their learning.

The headteacher leads the school exceptionally well and has a very clear vision for its future improvement.

Excellent links with parents, the local community and external agencies contribute very effectively to the provision. Parents commented that they felt part of the educational journey thanks to the excellent communication from the teaching staff.

There is an excellent commitment from all staff to provide each pupil with the very best possible education. Equality of opportunity and the elimination of discrimination are pursued determinedly. There is also a continual drive for improvement. The very effective systems for evaluating the strengths and further areas for development of the school are playing their part in sustaining high standards over time and adapting to changes within the school. The school's excellent organisation and strong, shared vision demonstrate its outstanding capacity to continue moving forward.

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The cultural diversity of the school is valued and consequently, the promotion of community cohesion is effective because pupils develop an excellent understanding of the school and local community for their age. Monitoring the outcomes of national and global initiatives is less well developed than for the school and local communities.

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

- Monitor more rigorously the impact of community cohesion at national and global levels by:
  - tracking the impact of the school's initiatives to improve provision of the national and global dimensions of community cohesion
  - using the information gained to enhance current provision and hence raise pupils' awareness of the world around them.

## Outcomes for individuals and groups of pupils

**1**

Achievement is outstanding for all groups of pupils, with exceptional attainment in Year 2 and 4 for reading, writing and mathematics. The school's tracking, and the inspection evidence indicates all pupils are on course to reach or exceed their challenging targets. Excellent outcomes are contributing extremely well to pupils' economic well-being.

Pupils really enjoy learning because lessons are very well-planned and excellent relationships contribute to an exciting climate for learning. They are provided with good opportunities to solve problems and to think for themselves. Writing is very good throughout the school and in subjects other than English. Pupils enjoy writing. Handwriting is neat and work is well presented. Older pupils use paragraphs well. Pupils' lively writing shows good use of imagination through vivid use of vocabulary. One Year 4 pupil wrote a very clear description about 'the modern robot 5000', which is able to carry out everyday tasks to help parents such as changing nappies, playing 5000 lullabies to help the babies get to sleep. In a Year 3/ 4 literacy lesson, there was a buzz of excitement as pupils researched different containers for gas masks on the internet. They also used the ideas to design their own solutions and wrote about these skilfully.

Examination of pupils' work shows that their numeracy skills throughout the school have improved since the last inspection. Excellent differentiation in the mental oral starters in the mixed age Key Stage 1 class enabled Year 2 more-able pupils to identify missing numbers in five times table sequence. Year 1 pupils counted in 2's and could identify numbers of coins needed to make 20 pence. Excellent planning and challenge in a mixed-age Year 3/4 class enabled gifted and talented pupils to solve complex problems using fractions and Year 3 pupils to manage simple fractions.

Consistently high standards of reading, writing and work in subjects such as science, art, and design technology were seen during the inspection. Excellent progress enables pupils to reach standards that are well above those expected for their age in English and mathematics by the end of Year 4. Challenge, for all groups of pupils, has been consistent over time and consequently all pupils make excellent progress.

Pupils behave extremely well because they thoroughly enjoy coming to school and this is reflected in their attendance, which is above average. Pupils say they feel extremely safe because relationships are excellent and they can discuss any problems they have with

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adults. Pupils talk knowledgeably about maintaining a healthy lifestyle and the good range of clubs and activities are well attended. Pupils have extremely well-developed skills in working collaboratively. They make an excellent contribution to their school and local community. The school looks after an allotment and gives their produce to the local people. 'Carols on the Cobbles' is a school performance enjoyed by the whole community.

Pupils have good awareness of other cultures, ethnicities and religions. They learn to make a very positive contribution to their school and local community, national and global communities, raising money for charities. The school council write their own minutes and agendas for meetings. During assemblies pupils are often invited to lead the prayer for the whole school, they do this very well and they reflect maturely when challenged to think of something they have done that makes other feel good.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account: Pupils' attainment <sup>1</sup>	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</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>1</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

<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

## How effective is the provision?

Extremely strong relationships and excellent attitudes and behaviour contribute to a positive climate for learning. Teaching is outstanding overall. The large majority of lessons observed during the inspection were at least good, and teaching and learning over time have been outstanding. Teachers use assessment information very well to plan work that matches the needs of all pupils within the mixed-age classes. More able pupils, gifted and talented and different groups of pupils are challenged well. Teachers use questions effectively to check pupils' knowledge and understanding and pupils enjoy well-planned

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opportunities to discuss their ideas with others during, 'talking partner' sessions. Teachers give good oral feedback to pupils on how to improve their work and marking is good. Teaching assistants support pupils with additional needs very well, so they make the same excellent progress as others.

The new creative curriculum is planned well and matched to the needs of all groups of pupils. The very strong personal and social education programme assists pupils' outstanding personal development. Pupils enjoy the curriculum and this contributes to their growing enthusiasm for learning. Literacy, numeracy and information communication technology skills are used well in other subjects. Curriculum enrichment is good and there are a wide range of visits, clubs and activities, which are popular and well attended.

The extremely caring ethos results in very happy pupils who thoroughly enjoy school life. Support for pupils who need additional help is extremely well-planned. Pupils' needs are central to the work of the school and all adults effectively help children and parents to get the best from learning by excellent communication. The school works extremely well with external support agencies to support all pupils in need of help. All adults are excellent role models, expectations are extremely high and this is reflected in pupils' outstanding conduct. Induction and transition arrangements for children entering the school in the Early Years Foundation Stage, at other points during the school year and when moving on to other schools are excellent and support transition very well.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</b>
Taking into account: The use of assessment to support learning	1
<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's superb leadership and skilful management have permeated through the school. These are the key reasons for the continual improvements, high standards and high quality learning environment. There is extremely strong, enthusiastic commitment from all staff to provide each pupil with the best possible education. Leaders have a very thorough understanding of the strengths and weaknesses of the school and they communicate ambition extremely well. The headteacher is dedicated to making sure pupils achieve their best and that staff bring high quality to their work. Pupils' work is monitored rigorously; any pupils who need additional help or challenge are supported extremely well. The headteacher leads the school with competence and compassion, valuing the work of others and encouraging staff and pupils to take responsibility.

The governing body ably supports staff and challenges the school well to ensure school improvement initiatives are successful. Governors monitor and evaluate the work of the school effectively and are becoming more pro-active. Tracking of progress over time is very thorough and senior leaders quickly identify any dips in standards and swiftly put

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sensible strategies and interventions in place to promote improvement. Appropriate developmental areas to improve further the effectiveness of the school are clearly identified in the school improvement plan.

The school promotes equalities expertly, as reflected in the profile of high achievement across different groups. All safeguarding procedures and checks on adults are robust. Child protection, risk assessment and safeguarding procedures meet current statutory requirements. Excellent partnership links with local schools and various support agencies contribute to the school's excellent provision. The school deploys its resources extremely well, particularly to improve provision for pupils who need extra support or challenge.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<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>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</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>1</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>1</b>

## Early Years Foundation Stage

Most children enter the Nursery with the skills and knowledge expected for their age but this can vary in the very small cohorts. Children make outstanding progress in all areas of learning in both the Nursery and Reception and, by the time they enter Year 1, their attainment is above average.

Excellent preparation and superb communication with parents ensures that children settle very well into the Nursery and Reception class. Parents greatly appreciate initiatives such as the 'Hugo' website and 'Fly on the wall sessions' because they enable parents to be fully informed and involved in their child's education.

Teaching is excellent and all children in both the Nursery and Reception are fully challenged so that they make outstanding progress. Staff are skilled in providing a wide range of challenging activities both indoors and outside, which enable the children to get off to a flying start. They challenge children to learn to share, consider others and develop their communication skills. All children have learnt to respond to the register using sound

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and sign language. Phonics is extremely well taught and challenges children rigorously to sound words clearly and recognise difficult blends of letters. Nursery children write simple words, Reception children write more difficult words containing more sounds.

Role-play activities promote excellent learning. Children thoroughly enjoyed the Santa's Grotto, cooperating with each other maturely to wrap presents for delivery to others and using imagination to build a sleigh for Rudolph out of a large cardboard box. One child wrote North Pole on the door to Santa's Grotto many children wrote lists of presents. Independence and initiative was clearly evident together with ability to solve problems. They loaded the sleigh with presents and elves and one child was given Rudolph's job of pulling the sleigh. They soon realized the sleigh was too heavy for one reindeer and they organise a team of four to pull the sleigh. Nursery children showed excellent knowledge of the Christmas story placing the characters in the sand and moving them in response to the story.

All activities are carefully planned with opportunities to learn through activities led by adults and those children choose for themselves. The school has been developing the outdoor learning environment effectively. It is used well to stimulate learning, and activities excite and interest the children. Children were encouraged to observe the frozen water; they used magnifying glasses to observe the bubbles in the ice and learnt what the bubbles contained. Children observed and talk excitedly about why the ice melts once it is held in the teacher's hand. Tracking in the Early Years Foundation Stage is used well to plan additional challenges for more able children. The provision is extremely well led and managed.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

There were 25 parental responses; this is an above average response for a school of this size. The majority of parents and carers are extremely happy with the school. They feel it is very welcoming and friendly. All parents say that their children enjoy attending and that they make good progress. Parents regard the school as extremely caring and supportive and say the staff are approachable. They identify a number of strengths in the school including the activities, the relationships with staff, the excellent communication, the excellent start children receive in Nursery and Reception, the school ethos and the pupils' enjoyment. There were no parental criticisms.

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

Ofsted invited all the registered parents and carers of pupils registered at Woburn Lower 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 25 completed questionnaires by the end of the on-site inspection. In total, there are 43 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	23	92	2	8	0	0	0	0
The school keeps my child safe	20	80	5	20	0	0	0	0
My school informs me about my child's progress	21	84	4	16	0	0	0	0
My child is making enough progress at this school	21	84	4	16	0	0	0	0
The teaching is good at this school	21	84	4	16	0	0	0	0
The school helps me to support my child's learning	21	84	4	16	0	0	0	0
The school helps my child to have a healthy lifestyle	21	84	4	16	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)	21	84	4	16	0	0	0	0
The school meets my child's particular needs	21	84	4	16	0	0	0	0
The school deals effectively with unacceptable behaviour	20	80	5	20	0	0	0	0
The school takes account of my suggestions and concerns	20	80	5	20	0	0	0	0
The school is led and managed effectively	22	88	3	12	0	0	0	0
Overall, I am happy with my child's experience at this school	23	92	2	8	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 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](http://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"><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 pupils' 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.**



13 December 2010

Dear Pupils

**Inspection of Woburn Lower School, Woburn, MK17 9QL**

Thank you all very much for welcoming me to your school. I enjoyed talking with you and your teachers. I will remember how extremely polite and considerate you all were and how well you all behaved. You and your parents told us that Woburn Lower is an excellent school, and I agree. These are the things I found that your school does well.

You get off to a flying start in the Nursery and Reception and make excellent progress through the school. You reach standards by the end of Year 4 that are much better than most pupils of your age achieve because teaching is outstanding.

You all enjoy learning very much and your attendance is above average.

Your behaviour is excellent and you are extremely sensible and know how to keep safe.

You really enjoy and benefit from the many fun activities, clubs, visits and visitors.

Your school cares for you extremely well and teaches you a lot about how to be healthy and to care for others.

Your school council is superb. They show maturity in preparing agendas, writing minutes for the meetings and designing and writing leaflets that keep the local community fully informed about the exciting things that you do at your school. It also helps to involve the local community in school events and activities.

Your headteacher and senior teacher are superb and governors lead the school well. All the staff work extremely effectively together as a team.

There is one thing I have identified for staff and governors to improve.

Make sure that your teachers track and record more rigorously how well you learn about different people in the world, in this country and abroad.

Thank you for a very enjoyable and memorable visit to your school and best wishes for your future. You can all help by continuing to work really hard.

Yours sincerely

Marion Wallace

Lead inspector

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