

# Woodhouse Primary Academy

Woodhouse Road, Quinton, Birmingham, B32 2DL

**Inspection dates** 9–10 July 2015

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected as an academy	
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management	Good		2
Behaviour and safety of pupils	Outstanding		1
Quality of teaching	Good		2
Achievement of pupils	Good		2
Early years provision	Good		2

## Summary of key findings for parents and pupils

### This is a good school.

- Since opening the academy, senior leaders, directors and advisory board members have been exceptionally effective in creating an environment in which pupils become effective learners and thrive in their personal development.
- Children in the early years get off to a good start. Good teaching ensures that they progress well and make good progress in developing a wide range of learning skills and knowledge.
- The teaching of reading, writing and mathematics is good throughout the academy. All groups of pupils in all year groups are achieving well in these subjects.
- Teachers mark work regularly and give pupils good advice as to how they can improve.
- Pupils are encouraged to work in partnership with others and to work things out for themselves.
- Teachers use questions effectively to make pupils think, deepen their understanding, and challenge themselves to do their best.
- Pupils behave exceptionally well in lessons and around the academy. They are polite and courteous to each other and adults. This helps make the academy a very safe place in which pupils feel comfortable.
- Pupils show caring attitudes towards each other. They excel at sorting out problems for themselves and helping each other.
- Senior leaders check teaching regularly. They identify areas that need improving and provide prompt support. As a result, the quality of teaching and pupils' progress have improved quickly since the academy opened.
- The academy trust and the local advisory board keep very close contact with senior leaders. They know about the academy's effectiveness very well through regular, detailed checks. They set aspirational targets for the work of senior leaders and for teachers. They play a central role in planning for the academy's development and continued improvement.

### It is not yet an outstanding school because

- Although pupils make good progress, they are still catching up from previous underachievement and attainment at Key Stage 2 is still only average.
- The outdoor learning area for the early years does not provide enough stimulus to help children develop language and mathematical skills and knowledge through exploring and investigating.
- Adults sometimes give too much help to pupils who find communicating difficult. They do not give pupils enough opportunity to develop speaking and listening skills for themselves.
- Subject leaders do not yet play a full role in checking the quality of teaching and pupils' progress in their subjects.

## Information about this inspection

- Inspectors observed pupils’ learning in 21 lessons. Ten of the observations were carried out jointly with the headteacher or the deputy headteacher. In addition, inspectors completed general observations around the academy to get an overview of one-to-one and small-group support for focus groups of pupils and to evaluate the quality of the curriculum.
- Inspectors listened to pupils read and looked at the work in pupils’ books.
- Inspectors looked at a wide range of documents, including the academy’s own judgements on its strengths and weaknesses, and the data it collects on pupils’ progress. Documents detailing the academy’s arrangements for safeguarding were reviewed and discussed.
- Meetings were held with representatives from: Education Central Multi Academy Trust (ECMAT), the academy’s sponsor; members of the local advisory board; senior leaders; subject leaders; teaching assistants; and pupils.
- Questionnaire responses from 22 members of staff were analysed.
- Inspectors took account of the 27 responses to the online questionnaire, Parent View. They also considered the results of parents’ views gathered through the academy’s own recent questionnaire. Inspectors received letters from parents and spoke to parents bringing their children to the academy at the beginning of the day.

## Inspection team

David Speakman, Lead inspector	Additional Inspector
Rowena Green	Additional Inspector
Collette Higgins	Additional Inspector

## Full report

### Information about this school

- Woodhouse Primary Academy opened as a sponsored academy in September 2013. The academy is sponsored by ECMAT (Education Central Multi Academy Trust), based at Wolverhampton University.
- The academy is larger than the average-sized primary school.
- Children attend Nursery part time and Reception full time.
- The majority of pupils come from a range of different minority ethnic backgrounds. Of these, the largest groups, at around a tenth of the academy's roll, consist of Indian and Black Caribbean pupils. About two fifths of the pupils are White British.
- The proportion of disadvantaged pupils supported through the pupil premium (additional funding for pupils known to be eligible for free school meals or looked after by the local authority) is well above average.
- The proportion of disabled pupils and those who have special educational needs is above average.
- The academy has a resourced provision for pupils with special educational needs. The provision caters for pupils with autism. Currently, seven children from within the academy are supported through this provision. They work in class alongside other pupils or in the Rainbow Room.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- There is a breakfast club each morning. This is managed by the governors and was included in the inspection.
- The headteacher is a local leader in education (LLE) and works with headteachers in other academies within the trust.

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

- Further improve teaching in order to raise attainment at the end of Year 6 to above average by:
  - sharing the excellent practice already in the academy with all teachers so they have a clear idea of what makes teaching outstanding
  - giving pupils who find communicating difficult more opportunities to engage in and lead discussions with adults and other pupils
  - developing the outdoor learning areas to support fully all areas of learning, including language and mathematical development.
- Ensure that subject leaders play a full role in checking the quality of teaching and monitoring pupils' achievement.

## Inspection judgements

### The leadership and management are good

- Outstanding leadership by the headteacher and deputy headteacher has resulted in rapid improvements in all key areas of the academy's work. Initial checks, when the academy first opened, showed there were weaknesses in key areas of its work. Staff at all levels have engaged very well with the advice and support provided by the senior leaders. Through rigorous implementation of highly focused improvement plans, senior leaders have improved teaching, which is now good. This has led to improved learning and good achievement. The academy continues to improve.
- Regular checks on the quality of teaching, followed up by feedback and support, have been effective in improving teaching. Senior leaders work closely with the academy trust and the local advisory board to improve the teaching skills of the staff. They observe lessons, check the work in pupils' books and take account of ongoing assessments of pupils' progress to build a detailed profile on the work of each teacher.
- Leadership at other levels is good. Phase leaders (leaders of age groups in the academy) have developed their leadership skills well and they play an effective role in supporting the headteacher and deputy headteacher in their drive to improve the academy. Whole-school and phase improvement plans, based on thorough checks, provide leaders with accurate details of where to best organise staff training. Training programmes specifically designed to meet the particular professional needs of staff have resulted in improved teaching.
- Subject leadership is not yet as well developed or embedded in the academy's work. Leadership of mathematics is temporary and two leaders for English across the academy are still developing their roles. This means that these leaders are not playing a full part in checking on the quality of teaching in their subjects or in monitoring pupils' achievement.
- Under the good direction of the special educational needs coordinator, the academy provides an impressive range of effective programmes to support the learning of disabled pupils and those who have special educational needs. This includes the special provision to support autistic pupils, which is managed well.
- Good use of the pupil premium is helping to close gaps in attainment between disadvantaged pupils and others. Eligible pupils receive small-group or one-to-one support and have access to additional learning resources to help them catch up. A full-time learning mentor supports vulnerable pupils across the academy. This assists leaders in their drive to improve attendance so that pupils are learning regularly. Pupils are fully included in all academy events and visits, and this encourages positive attitudes.
- Leaders spend the primary physical education and sport premium effectively. A sports coach works alongside class teachers to improve the teaching of physical education. Swimming lessons for Key Stage 2 pupils help them become competent swimmers. Funding is used to develop the sports skills of gifted pupils further and in giving pupils access to fitness training. Leaders have noted an increase in the number of pupils attending sports clubs and improved physical skills among pupils.
- The academy gives especially high priority to safeguarding and child protection. Thorough checks are made on all adults coming into contact with pupils. Training for all adults on child protection and first aid is up to date, and some adults are qualified to manage complex child protection issues. Staff are extremely vigilant and know what to do if children share sensitive information.
- Teachers promote pupils' spiritual, moral, social and cultural development exceptionally well through lessons and the daily life in the academy. Assemblies of a high standard make a significant contribution to this area of pupils' development. The academy celebrates pupils' achievements publicly so that they value success. Pupils develop a deep awareness of what constitutes acceptable and unacceptable behaviour through the academy's strong code of conduct. Pupils respect diversity, as seen in the way pupils from different backgrounds work and play together and show high levels of care and concern for each other.

- The academy promotes British values well throughout the curriculum and through many special events. Pupils contribute their ideas through the School Cabinet, which consists of elected members to represent pupils' views. They gain an understanding through the curriculum of how Britain has developed as multi-cultural society. Pupils have a very clear understanding of the need for laws and rules, and how these protect individual liberty by being part of a safe community. Pupils learn respect for each other and for the world's major faiths in assemblies, religious education lessons and through the academy promoting an understanding of how one pupil's behaviour has an impact on others. The academy prepares pupils well for life in modern Britain through encouraging mutual respect among different cultural groups.
- The academy is good at celebrating diversity and any form of discrimination is strongly discouraged. Staff encourage pupils to develop positive attitudes to others, whatever their background or ability. Staff ensure that all pupils are included in all activities and so have an equal opportunity to succeed.
- ECMAT provides excellent support and challenge for the leaders of the academy. Directors ensure that policies are effective and meet current requirements. Through a 'Challenge Advisor' the trust checks closely that the academy is improving at a rapid pace. The adviser works closely with senior leaders and the local advisory board to check on improvement and set very challenging targets for the next steps that the academy needs to take to move forward. The Trust has a strong influence on the work of the academy and has successfully helped staff achieve rapid improvement since its opening.
- **The governance of the school:**
  - Governance is effective. Members of the local advisory board work in close partnership with senior leaders and ECMAT to make checks on the quality of education provided. Its members are well informed through regular visits to see what is happening in the academy.
  - Excellent knowledge of the academy's work and professional expertise place local advisory board members in a strong position to challenge senior leaders over improvement. They have a clear understanding of the data on how well pupils are doing academically, and they use this effectively to ask probing questions about the effectiveness of teaching and leadership at different levels. As a result, they have a very clear idea of the quality of the academy's work. They understand fully how much and why Woodhouse has improved.
  - Local advisory board members set clear targets in managing the performance of the headteacher and, in turn, all staff. They make sure that pay increases link to competence.
  - Local advisory board members ensure that statutory requirements are met and that safeguarding arrangements are highly effective.

## **The behaviour and safety of pupils are outstanding**

### **Behaviour**

- The behaviour of pupils is outstanding. Pupils' conduct in lessons and throughout the day is excellent. They are exceptionally polite and show a high level of care and consideration towards each other, adults and visitors to the academy.
- Pupils say they enjoy coming to the academy very much. They said, 'Teachers set up really interesting lessons and go above and beyond to help us.' Attendance has improved to average. The number of pupils away regularly has fallen sharply.
- Pupils comment enthusiastically on the ways in which they are able to contribute to life in the academy. There are many opportunities for pupils to help others sort out any problems during break and lunch times. The School Cabinet members take their role seriously and have helped develop the academy; for example, in deciding on the academy's motto 'Dream, Believe, Inspire, Achieve'. Pupils say, 'We feel useful and responsible.'
- Pupils are very keen to do well. They concentrate hard in lessons and approach the work set for them confidently and with enthusiasm. The vast majority are quite used to finding things out for themselves and do not rely on the teachers for help. Older pupils are now good at assessing how well they are learning and they make their own decisions when to move on to the next levels and more challenging work.

- Pupils with behavioural issues, including autistic pupils, stay settled and make good progress in their learning because of the robust and consistent implementation of the academy's behaviour management systems. Most pupils with behavioural difficulties are able to anticipate difficult times and, during the inspection, were seen to be managing their own behaviour extremely well. There have been no exclusions of pupils since the academy opened. Pupils value their own and others pupils' learning.

## Safety

- The academy's work to keep pupils safe and secure is outstanding. Pupils rightly feel very safe at the academy. They say they can always find help if they ever feel worried about anything. Specially trained pupils are highly effective in helping those pupils who may be experiencing difficulties and in resolving minor differences.
- Pupils develop a thorough understanding of how to keep safe when using the internet through the academy's e-safety presentations. They are aware of the many ways young people can be bullied and know what to do to avoid difficulties, in or out of the academy. They are confident that, should it ever happen to them, it would be sorted immediately. They say there is no bullying at the academy but all pupils spoken to say they would tell a teacher, if necessary. Parents feel their children are safe at the academy.
- Staff are knowledgeable about child protection. They are vigilant and intervene if they note that any child may be at risk. They know the community well and are ready to support any child they are concerned about. They work in close partnership with external agencies to ensure the safety of children. Safeguarding training for staff and advisory board members is up to date. Child protection procedures are applied diligently.
- Pupils are very well cared for in the popular breakfast club. This has a positive impact on pupils' health and nutrition, ability to socialise, attendance and punctuality.

## The quality of teaching is good

- Effective teaching of English and mathematics enables pupils to make good progress in these subjects. Reading is taught well. Pupils who are not yet reaching the expected levels for their ages are supported well through reading programmes specifically designed to strengthen their weak areas. This is helping to close attainment gaps rapidly, especially for disadvantaged pupils and those who speak English as an additional language.
- Pupils are given many opportunities to write regularly and in a range of different subjects and styles. They redraft and correct their work to improve it. Numerous opportunities for pupils to apply what they have learnt in mathematics help them to consolidate new learning and make good progress.
- Teachers are particularly good at asking questions to encourage discussions and extend pupils' learning. Some exceptionally well-planned question sheets were seen in mathematics; more-able pupils were able to select their own starting points and move on to harder work as soon as they were confident to do so. During discussion sessions, questions are carefully planned to match the different levels of ability and make pupils of different attainment think deeply at an appropriate level. Teachers ask searching questions that make pupils think and come up with the answers to questions for themselves.
- Teachers make lessons stimulating; pupils say they find lessons interesting and they are encouraged to become enthusiastic learners. Teachers have high expectations of pupils' work and behaviour. They keep pupils fully aware of how well they are moving towards achieving targets. Pupils confirmed that they are aware of their progress and of their next steps in learning. They are encouraged to take responsibility for their learning by assessing the own work and that of their classmates. Teachers mark pupils' work regularly. They point out what pupils have done well and identify key points for improvement.
- Teaching of pupils supported for autistic disorders is good, so they all make good progress from their starting points. The special educational needs coordinator and specially trained teaching assistants are knowledgeable about these pupils' specific learning needs and how to meet them. Assessment of progress is thorough and expectations high. Adults are patient and they include these pupils in academy life as

much as is possible. Pupils benefit from the use of a dedicated base, but are also taught in class alongside others.

- Teaching assistants are effective in helping pupils make good progress. They are skilled in the support they give and they work effectively with pupils. They help ensure that there are no groups of pupils who make less progress than others.
- Teachers monitor pupils' progress carefully in lessons. They generally recognise when pupils are ready for the next steps of learning and move them on quickly, so enabling pupils to make good progress. The progress of disadvantaged pupils who struggle with their work, and disabled pupils and those who have special educational needs, is checked carefully and these pupils are supported well so they catch up.
- There is still some variation in the quality of teaching across the academy. Not all teaching is good. A few teachers are receiving very effective support to develop their ideas on how they can raise the quality of their teaching. Sometimes, during discussions, adults give too much help to the small number of pupils who find communicating difficult. These pupils are not given enough opportunities to lead discussions and ask their own questions.

### **The achievement of pupils** is good

- While national data on pupils' progress showed some shortcomings in 2014, it is not truly representative of the pupils' good achievement, particularly at Key Stage 2. Achievement in Key Stage 2 is measured over pupils' time in the key stage, which included a three-year period before the academy was opened. Academy data, evidence from books and lesson observations show pupils are now making good progress.
- Children start in the early years with skills and abilities below those typical for their age. Weak areas include children's use of language, communication skills and mathematical development. Children make good progress in Nursery and Reception. In 2014, a below average proportion of children reached a good level of development by the end of the Reception Year. This year, the proportion has increased significantly and attainment on transfer to Year 1 is in line with last year's national average.
- Achievement at Key Stage 1 is good. Overall attainment in 2014 was above average and pupils' achievement in reading, writing and mathematics was good. Current tracking information shows pupils are again set to achieve above average attainment in reading, writing and mathematics. The academy's assessment data for pupils in the current Years 1 and 2 show good levels of achievement over time for all groups of pupils from their different starting points. Inspection evidence, including observations of pupils learning in class, a scrutiny of workbooks and listening to pupils read, supports the academy's data.
- Pupils in Year 1 build well on the good start made in the early years in learning early reading skills. The results of the 2014 Year 1 screening check in phonics (letters and the sounds they make) were just below average. This year, the proportion reaching the required level matches last year's national average.
- Achievement through Key Stage 2 has improved steadily and is now good. Pupils achieve well from previously low starting points. This year, almost all pupils in Year 6 have made expected progress and about a half have made more. In 2014, attainment was average in reading, writing and mathematics. This year, standards have continued to show an improvement.
- Current achievement in reading, writing and mathematics in all year groups is good. Pupils' books, current assessment data and lesson observations show steadily improving standards and good progress across all year groups.
- Disabled pupils and those who have special educational needs, including pupils supported for autism through dedicated provision, achieve well. They make as good progress as their classmates in reading, writing and mathematics because of the good-quality individual support they receive, which meets their individual learning needs exceptionally well.
- The most-able pupils are making good and sometimes excellent progress, from low starting points. In



2014, the percentage of pupils reaching the higher levels was similar to the national percentage in reading, writing and mathematics. This year, the proportions achieving the higher levels are again similar to last year's national averages.

- Disadvantaged pupils did not do as well as others in 2014. Achievement of disadvantaged pupils was slower than other pupils at the academy and nationally in reading, writing and mathematics. In mathematics, disadvantaged pupils were a term-and-a-half behind other pupils in the academy and nationally. In reading, they were about a term behind others and a term-and-a-half behind others nationally. In writing, they were about a term behind others in the academy and nationally.
- This year, disadvantaged Year 6 pupils have made the same good progress as others and have closed attainment gaps in reading and writing. In mathematics, there is still about a term's difference because a number of other pupils have achieved the very highest Level 6.
- Even though attainment in English and mathematics is rising steadily, some pupils, particularly at Key Stage 2, are still making up ground for weaker basic skills from previous poor teaching. Teachers do their very best to identify and strengthen weaker areas. Weaknesses such as limited vocabulary, knowledge of phonics, comprehension in reading and accuracy in spelling sometimes limit pupils' attainment.

### The early years provision is good

- Good leadership of the early years has created an environment in which children can grow and learn effectively. Children are well prepared to start Year 1 and arrangements for transition into Year 1 are good. Adults are vigilant in making sure that children are safe and secure during their learning and play activities.
- Children behave exceptionally well. They get on very well with each other and work well in groups, willingly sharing ideas and equipment. Children interact well with adults, listen carefully and concentrate. They remain focused on their tasks for lengthy periods of time. Children respond to requests quickly, and they listen politely to adults and each other.
- The quality of teaching is good. Adults help children develop secure basic skills in reading, writing and mathematics. There is a systematic approach to teaching phonics so children develop a secure foundation on which to build further learning in reading and writing. Disabled children and those who have special educational needs are identified quickly and provided with prompt, targeted and effective support.
- Children are encouraged to solve problems from an early age, such as selecting materials to make the strongest house for the *Three Little Pigs* or in selecting from a range of foods to make a healthy snack. Adults have good subject knowledge and help children who find difficulty in understanding. Adults are fully aware of what each child knows and is capable of doing, but some of the activities do not have extension activities planned to develop children's problem-solving skills further.
- Adults talk a lot with children to extend vocabulary and encourage curiosity. This is particularly useful in developing children's communication, which is a weak area on entry to early years. However, sometimes adults provide too much guidance for children and do not give them enough opportunity to lead discussions or ask questions for themselves.
- All areas of the early years curriculum are represented in the range of learning activities. These include both teacher-led activities and those children chose for themselves. The outdoor learning environment is not as well developed as indoors. A stronger emphasis is placed on children's physical development and outdoor resources do not contribute enough to children's language and mathematical development.



## 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

<b>Unique reference number</b>	139637
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	450120

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

<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	442
<b>Appropriate authority</b>	The local advisory board
<b>Chair</b>	Dai Meredith
<b>Headteacher</b>	Pam Willetts
<b>Date of previous school inspection</b>	Not previously inspected as an academy
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