

# Inspection of Woodford Halse Church of England Primary Academy

High Street, Woodford Halse, Daventry, Northamptonshire NN11 3RQ

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Inspection dates: 12–13 November 2019

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## **What is it like to attend this school?**

Pupils are proud of their school. Pupils are friendly, polite and kind. They enjoy their lessons and like learning. The standard of pupils' work is good. Pupils behave well. They understand the school's values which help them to be 'ready, resilient and respectful'.

Pupils know that staff care for them and want them to succeed. They say that if they get stuck with their work, their teachers do their best to help them. Pupils feel safe at school. They learn about potential risks and how to keep themselves safe. Pupils know about different types of bullying. They say that bullying is rare. If it occurs, staff respond quickly to sort it out.

Pupils are enthusiastic about the opportunities the school provides to broaden their experiences. Pupils enjoy going to the forest school, and on other educational trips, to learn new things. They can attend many clubs and activities outside their lesson time. Pupils hold positions of responsibility. They learn how to help others and improve the environment by reducing the amount of plastic used in school. Pupils do not achieve as well as they could across the curriculum because some subjects are less well planned than others.

## **What does the school do well and what does it need to do better?**

Leaders have high expectations of what pupils can achieve. Parents, carers and pupils say the school is improving. Parents typically commented that their children are 'very happy and thriving at the school'.

Leaders think carefully about what pupils need to learn. Leaders have improved the planning of pupils' learning in most subjects. Learning is now sequenced and planned to build on pupils' previous learning. Teachers make sure that pupils understand and remember more. For example, pupils can explain what they remember about the Second World War from their previous school year. Some pupils could give examples of how their previous learning about equivalent fractions is helping them to solve problems in their current mathematics lessons. However, in some subjects, leaders and teachers have not yet made sure that planning is as well designed.

Pupils make a flying start to their early reading. From the beginning of school in the Reception class, well-trained staff ensure that younger pupils learn phonics systematically. All staff recognise the importance of helping pupils to read well. Teachers share their delight in reading with pupils. Pupils love listening to stories. Teachers give extra help to pupils who struggle to read. This helps pupils to catch up. Pupils generally read with accuracy and fluency. On the odd occasion, some of the words in the books used in lessons are not matched correctly to the letter sounds pupils are learning. Leaders are aware of this. They have ordered new books to better support pupils' learning in phonics.

Pupils achieve well. They learn well in mathematics and writing. In some subjects, teachers' plans are less focused. This is the case in history. Some pupils do not gain knowledge or skills in an appropriately sequenced way. Leaders are working to improve this. They make sure that staff receive good support and training to develop their expertise.

Pupils quickly settle in the early years and make a great start. There is a strong focus on speaking and listening to develop early language skills. Staff assess children well and support any who struggle with their learning. Learning to read is a priority and pupils regularly read interesting books.

Pupils' behaviour has improved significantly. When a minority of pupils cause occasional disruption, staff deal with it successfully. The school's sharp focus on pupils' personal development has led to a harmonious school community. Pupils understand democracy and can explain the importance of making the right choices in life.

Leaders and teachers work closely with parents of pupils with special educational needs and/or disabilities. Staff support pupils in taking the steps they need to learn well.

Senior leaders have worked tirelessly to create a school where everyone can achieve. The headteacher and trustees have been pivotal to school improvements. They consider the workload and well-being of staff carefully. Staff enjoy working at the school. They value the support and training they receive to improve their practice.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are committed to keeping pupils safe. They receive up-to-date training in safeguarding matters. Staff know pupils well and take their welfare very seriously. All appropriate checks are completed to ensure the suitability of staff to work at the school. Visitors to the school receive clear guidance to ensure that pupils are safe. Leaders keep comprehensive records of safeguarding concerns. They work effectively with external agencies, when necessary, to protect children who may be at risk of harm.

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

### **(Information for the school and appropriate authority)**

- Leaders have developed a reading curriculum that ensures that most pupils learn to be confident and fluent readers. However, a minority of pupils who are in the early stages of reading read books that are not matched well to the phonics they are learning. This makes it difficult for pupils to use their phonics knowledge to work out words and understand what they read. Leaders should make sure that

pupils, particularly those in the early stages of reading, read books that match the sounds they know.

- The school's curriculum is not yet sufficiently coherently planned and sequenced in a minority of subjects. However, it is clear from the actions that leaders have already taken to plan next year's curriculum and train staff in how to deliver it that they are in the process of bringing this about. Leaders are successfully developing a coherently planned and well-sequenced curriculum to ensure that all pupils learn well. Leaders should now ensure that the strengths seen in the design and planning of subjects such as phonics, mathematics and writing are developed in all subjects across the curriculum.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	141073
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	10110056
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	262
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Andrew Kerr
<b>Headteacher</b>	Edward Newton
<b>Website</b>	<a href="http://www.woodfordhalseacademy.net">www.woodfordhalseacademy.net</a>
<b>Date of previous inspection</b>	4–5 July 2017

## Information about this school

- The school is a voluntary controlled school. It had its last section 48 inspection in November 2017.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- During this inspection, we held meetings with senior and middle leaders. We met with trustees and two governors, including the chair of the governing body. We met with the chief executive officer of the multi-academy trust and two trust leaders.
- Reading, mathematics, history and art were considered in depth as part of this inspection. We visited lessons and looked at pupils' work. We spoke to pupils in lessons and met with a group of pupils from all year groups. We listened to pupils read.
- We looked at attendance information provided by the school. We looked at records and documentation relating to safeguarding. We checked the school's website and considered the views of 44 parents from Parent View, Ofsted's online survey. We also considered the responses to the questionnaires from 39 pupils

and 29 staff.

### **Inspection team**

Damien Turrell, lead inspector	Ofsted Inspector
Anne White	Ofsted Inspector
Michael Wilson	Ofsted Inspector

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