

Inspection of a good school: Woodhouse Primary Academy

Woodhouse Road, Quinton, Birmingham, West Midlands B32 2DL

Inspection dates: 3–4 December 2019

Outcome

Woodhouse Primary Academy continues to be a good school.

What is it like to attend this school?

'Woodhouse is a very inclusive school where learning is important but the well-being of the whole child comes first.' This parent's comment is typical. During the inspection, many parents and carers shared personal examples of how children with particular needs or disabilities are welcomed and supported.

Pupils are proud of their school and of their achievements. They enjoy music. They love working outdoors. They talk enthusiastically about art, such as their paintings based on the Bayeux tapestry or their studies of Van Gogh. They work hard. By the time they leave, they reach high standards in reading, writing and mathematics.

Many pupils join school clubs. For example, they love lunchtime Zumba, and dance and music clubs. They know the importance of healthy lifestyles and the benefits of keeping fit. One pupil said, 'Clubs make us feel good. They give us chance to keep our fitness levels high and keep our bodies healthy.'

Pupils feel safe and cared for. Staff have high expectations of behaviour. Pupils rise to this. They behave well at all times of the day. They say that bullying is rare and would be stopped if it happened. They talk confidently about their responsibility to treat each other respectfully.

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

Since the last inspection, this school has gone from strength to strength. Staff say that new leadership has re-energised the school and raised aspirations. Parents agree. There is a 'can-do' attitude across the whole school. Staff report that leaders genuinely care about their well-being and workload. Governors know the school well. They are well supported by the team at the University of Wolverhampton Multi Academy Trust (UWMAT).

Leaders have designed an ambitious curriculum for all pupils, including those who are disadvantaged and those who have special educational needs and/or disabilities (SEND).

All groups of pupils are doing well. Curriculum leaders have identified the key knowledge and skills that they want pupils to have mastered by particular points. They have mapped this out well for all subjects to ensure that pupils can build on their previous knowledge and skills.

However, these expectations and plans do not always include early years. Some curriculum leaders do not know what is taught in Reception or how it is taught. As a result, there is not a clear picture of how children will build on what they already know and can do when they move from Reception Year. This is not a big problem. Leaders know about this and are working hard to put it right. For example, the mathematics leader is working hard to make sure that children in Reception become confident in choosing mathematical equipment to help them to talk about, and build on their understanding of numbers. This sets them up well for the mathematics curriculum in Year 1.

Pupils achieve well in mathematics. Teachers make good use of the guidance from the subject leader. Effective routines have been established to support pupils in knowing and remembering more. Many pupils say that they look forward to maths lessons, especially when they practise their skills in 'fast maths'. By the time pupils leave the school, they reach standards above the national average and many reach higher standards.

Physical education (PE) and sport are a well-established part of school life. Pupils achieve many successes at sports competitions. The PE leader makes sure that all pupils access the carefully planned curriculum and build on what they know and can do. This includes Nursery and Reception children.

Reading is a high priority across the school. Teachers read aloud to pupils every day. Pupils talk confidently about their favourite books. They are proud of the reading badges and certificates presented in assemblies. The youngest children enjoy playing with language through learning nursery rhymes and joining in with favourite stories. Phonics lessons start quickly in Nursery and carry on every day. Staff use assessment information well to make sure that those children who are falling behind get some extra help and support. However, the support these children receive is not always sufficiently finely tuned, particularly in Reception and Year 1. They do not have enough opportunities to practise the sounds that they learn. At times, their reading books contain too many words and sounds that they do not know. As a result, a small number of children struggle to become fluent readers quickly.

The school is preparing pupils well to be responsible citizens. Special sessions are planned to help pupils think about different beliefs and cultures. Even very young children talk confidently about managing their feelings and respecting others.

Safeguarding

The arrangements for safeguarding are effective.

Making sure that all pupils are safe and secure is at the heart of the school. All staff, including lunchtime supervisors, know what to do if they have any concerns about the safety and welfare of any pupil. They value the regular safeguarding training and 'hot-

topic updates'. Staff understand the dangers pupils may face inside and outside school. They have an excellent understanding of the issues facing the local community. They teach pupils to keep themselves safe. Pupils take this seriously.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Curriculum planning does not always include early years. Not all curriculum leaders know what is taught in Reception and how this should be built on in Year 1. Curriculum leaders should all be clear about what is taught in Reception and how it is taught so that children have the best possible start when they move into Year 1.
- The early reading curriculum supports most pupils to become fluent and confident readers by the end of key stage 1. Pupils who are falling behind in reading receive additional support. However, the support is not always finely tuned to their individual needs. As a result, they do not catch up quickly. Leaders should ensure that all pupils become fluent readers as quickly as possible.
- At times, pupils' early reading books contain too many words and sounds that pupils do not know. This is holding some children back, particularly those children who are finding reading hard in Reception and Year 1. Leaders should ensure that pupils' early reading books are well matched to their phonic skills so that they can practise the sounds that they are learning and become confident, fluent readers.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in July 2015.

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 are 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

Unique reference number	139637
Local authority	Birmingham
Inspection number	10088585
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	469
Appropriate authority	The board of trustees
Chair of governing body	Heather Hurst
Headteacher	Oliver Wilson
Website	www.woodhouse.priacademy.co.uk
Date of previous inspection	9–10 July 2015

Information about this school

- Woodhouse Primary Academy is larger than the average-sized primary school.
- A new headteacher was appointed from 12 April 2018.
- The school has a resourced provision for pupils with SEND. The provision caters for pupils with autism spectrum disorder. Currently, 10 children are placed by the local authority to be supported through this provision. They work alongside other pupils or in the Rainbow Room.

Information about this inspection

- I held meetings with the headteacher, deputy headteacher, special educational needs coordinator, subject leaders and teaching staff. I met with the chair of the local governing body, one other governor and UWMAT's Director of Academies.
- I looked in depth at early reading and reading across the school, mathematics and PE. In each subject, inspection activities included discussions with the subject leader, visits to lessons, discussions with teachers, scrutiny of pupils' work and discussions with pupils.
- I listened to three groups of pupils read and talked to them about their reading.

- I observed pupils' behaviour in lessons and at breaktime and lunchtime. I spoke formally with two groups of pupils, as well as talking to pupils in lessons and around school.
- I met with leaders about the school's safeguarding procedures. I reviewed policies and records relating to safeguarding, behaviour and attendance. I spoke to pupils and staff about how safe pupils are at school.
- I reviewed the school's self-evaluation and improvement plans, minutes of governing body meetings and information on the school's website. I took account of the 33 responses to Ofsted's staff questionnaire.
- I took into consideration the 71 responses to Parent View, including 62 free-text responses. I spoke to parents at the beginning and end of the school day. I telephoned one parent at their request.

Inspection team

Marilyn Mottram, lead inspector

Ofsted Inspector

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