

Inspection of Woodley Primary School

Sherwood Road, Woodley, Stockport, Cheshire SK6 1LH

Inspection dates: 12 and 13 October 2021

Overall effectiveness

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils enjoy coming to school. They are friendly and they look after one another. Pupils try their best to follow the school's 'care values' because leaders have high expectations of them. Pupils model these values through their positive attitudes and efforts each day. They know that it is important to try their best, persevere and not to give up too easily.

Pupils are positive about the behaviour of others. They benefit from strong and caring relationships with staff. Pupils behave well in lessons because they want to learn. Poor behaviour, along with bullying, is rare. However, in the past there have been some incidents of poor behaviour. Leaders deal with such incidents well, so they are not repeated.

Pupils feel safe in school. They learn how to maintain healthy relationships. Many pupils enjoy taking part in the wide range of extra-curricular sports-based clubs. Pupils know that it is important to stay fit and eat a balanced diet.

Pupils, including those who are disadvantaged pupils and those with special educational needs and/or disabilities (SEND), achieve well. They leave Year 6 prepared well for the challenges of high school.

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

Leaders have planned a broad and appropriately ambitious curriculum. In most subjects, leaders have identified the important knowledge that they want pupils to learn. In these subjects, leaders have arranged learning so that pupils build on what they know already. For example, in mathematics and science, leaders have carefully organised the important skills and knowledge that they want pupils to gain in each year group. This helps teachers to design learning and pupils to achieve well. However, in a minority of subjects, leaders have not considered fully how the key stage 1 curriculum builds on what children learn in the early years.

Subject leaders have received training so that they keep their own knowledge up to date. In most subjects, leaders support teachers effectively to deliver planned curriculums well. Mostly, teachers deliver curriculums well and use assessment appropriately to check that pupils know and understand earlier learning. That said, in a small number of subjects, leaders do not support teachers well enough to check on whether pupils remember the intended curriculum.

Governors know the school well. They provide strong challenge to school leaders so that they can better understand what is working well and those aspects of the school that require further development.

Leaders have ensured that staff are suitably trained to deliver the high-quality early reading and phonics curriculum. Teachers introduce new sounds in a logical way to

help pupils to build on the sounds that they know, including children in the early years. Teachers ensure that pupils who fall behind receive support from well-trained staff so that they can catch up. Some of the youngest pupils in key stage one and children in the early years lack fluency in their reading. Very occasionally, the books that some of these pupils take home to practise their reading are not precisely matched to the sounds they have learned in class.

Children in the early years settle into school life quickly. They follow the school rules and listen to instructions while engaging enthusiastically in their learning. They particularly enjoy singing songs as part of their learning. Pupils across the school get on with their learning in lessons without distraction.

Leaders ensure that the individual needs of pupils with SEND are identified. This group of pupils benefit from effective support. The special educational needs coordinator ensures that teachers receive appropriate guidance. This means that teachers can provide the help that pupils with SEND need to access the curriculum.

Leaders have ensured that there are a range of well-planned activities and additional responsibilities to promote pupils' personal development. Many pupils take part in after-school sports clubs. They take on extra responsibilities, such as school councillors. Close links with a school in inner city Manchester helps to develop pupils' awareness of different backgrounds and traditions. Pupils have a deep understanding of the need to be respectful and tolerant of faiths and cultures different to their own.

Staff feel valued and supported. They told inspectors that senior leaders have taken decisive action to reduce their workloads. Staff appreciate the high-quality training that they have received.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have made safeguarding a priority. Along with governors, leaders ensure that staff receive relevant and up-to-date safeguarding training. This supports staff to be alert to potential safeguarding concerns. They know how to record and then report concerns to a member of the safeguarding team. Leaders work with a wide range of external agencies to provide timely support to pupils and their families. Pupils understand the need to keep them safe online and while using social media.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, leaders have not considered fully how the curriculum in key stage 1 builds on what children have learned in the early years. This hinders teachers in their attempt to design learning that builds on what pupils in Year 1 know already. In these subjects, leaders should ensure that they

fully consider how the curriculum in Year 1 builds on what children in the early years know and remember.

- In a minority of subjects, leaders do not support teachers well enough to check whether pupils have learned the intended curriculum. This prevents teachers from knowing whether pupils' earlier learning is secure and identifying pupils' potential misconceptions. Leaders should ensure that teachers are supported effectively, to use assessment well to check that pupils have learned the intended curriculum and to rectify pupils' misconceptions.
- Very occasionally, some staff do not ensure that the books pupils read at home are matched precisely to the sounds that they are learning in class. This means that some children in the early years and pupils in key stage 1 lack fluency in their reading. Leaders should ensure that the books that pupils read, including children in the early years, precisely match the sounds that they are learning so that pupils can become accurate and confident readers.

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 information from Ofsted Parent View 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 the school and 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	134779
Local authority	Stockport
Inspection number	10200834
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	477
Appropriate authority	The governing body
Chair of governing body	Kate Gummett
Headteacher	Liz Richardson
Website	www.woodley-pri.stockport.sch.uk
Date of previous inspection	20 November 2018, under section 8 of the Education Act 2005

Information about this school

- The school does not make use of any alternative provision.
- A new assistant headteacher and five teachers have joined the school since the previous inspection.
- A new chair of the governing body has been appointed since the previous inspection.

Information about this inspection

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

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders, and have taken that into account in their evaluation.

- During this inspection, inspectors met with the headteacher, other senior leaders and members of staff. The lead inspector met with seven members of the

governing body, including the chair of governors. The lead inspector also met with a representative of the local authority.

- Inspectors scrutinised the school’s approach to safeguarding. They examined a range of safeguarding documentation. They checked the single central record and spoke with staff about their safeguarding responsibilities.
- Inspectors spoke with parents and carers to gather their views about the school. They considered the responses to Parent View, Ofsted’s online questionnaire, including the free-text comments.
- Inspectors observed pupils’ behaviour in lessons and during playtimes. They spoke with staff to gather their views about their workload and well-being.
- Inspectors did deep dives in early reading, mathematics, computing and art and design. Inspectors spoke with subject leaders, visited lessons, and spoke with teachers and pupils. As well as this, inspectors viewed examples of pupils’ work. The lead inspector observed children in the early years, and pupils in key stage 1 read to trusted adults.

Inspection team

John Donald, lead inspector	Her Majesty’s Inspector
Andy Hunt	Ofsted Inspector
Louise Smith	Ofsted Inspector

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