

# Inspection of Woodside Primary School

Whitchurch Way, Halton Lodge Estate, Runcorn, Cheshire WA7 5YP

---

Inspection dates: 8 and 9 June 2022

<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>
Previous inspection grade	Requires improvement

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

Pupils are happy and safe at this school. They told inspectors that they enjoy learning and like discovering new things with their friends. Pupils form strong and trusting bonds with staff. They know that they can speak to any adult if they are concerned or worried. Pupils told inspectors that if bullying happens, it is quickly resolved.

Staff expect pupils, including those with special educational needs and/or disabilities (SEND), to behave well and be respectful. As a result, the school is a harmonious and orderly place where pupils want to learn.

Staff have high expectations of pupils' achievement. This includes those pupils who are part of Epping class, the specially resourced provision for pupils with SEND (specially resourced provision), and children in the early years. This helps most children and pupils to learn well in a range of subjects.

Pupils appreciate cultural diversity. They become active citizens who understand fundamental British values. Pupils are conscientious. They pick up litter and plant flowers in the community. Pupils also visit the elderly in a local residential home.

Pupils enjoy participating in many after-school clubs where they pursue their interests and hone their sporting and artistic skills and talents. They organise events such as own clothes days and Easter egg hunts to raise money for charity.

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

Leaders and governors have created a well-ordered and interesting curriculum which is ambitious for all pupils, including those with SEND. Leaders are determined that all pupils will develop the knowledge and cultural capital that they need to be successful in high school and beyond. They make sure that staff focus closely on promoting pupils' language and communication skills across the curriculum.

Most subject leaders have a strong knowledge of the subjects they lead. They provide appropriate support and guidance to teachers to enable these subject curriculums to be delivered well. However, some subject leaders are new to their roles and are developing their skills. Therefore, the support that they give to teachers is not as effective. In these subjects, the curriculum is not delivered as well as it could be.

In most subjects, teachers' checks on what pupils know and have remembered about their learning are thorough. However, in a few subjects, teachers' checks are less useful. In these subjects, teachers do not have a precise understanding of what knowledge pupils have learned securely or have forgotten. Consequently, pupils' learning does not always build on what they already know.

Leaders have prioritised reading throughout the school. Pupils, and children in the Reception class, benefit from a structured and well-organised phonics curriculum.

Staff check pupils' reading regularly. This ensures that the books that pupils read match the letters and sounds that they know. Older pupils read clearly and fluently.

Staff receive specialist training to help them identify and meet the needs of pupils with SEND. Leaders make sure that pupils receive the help that they need to access the curriculum. Pupils who are part of the specially resourced provision receive effective support from experienced staff. As a result, these pupils engage in all aspects of the curriculum and achieve well.

Leaders ensure that pupils' behaviour rarely disrupts the learning of others. Pupils thoroughly enjoy learning and sharing their views in class. Children in the Reception class listen carefully to staff. For example, children clearly understand the daily routine of their phonics lessons and respond well to instructions.

Leaders have established an ambitious and rich personal development curriculum. Pupils learn about healthy eating and the importance of maintaining an active lifestyle. They enjoy putting democratic principles into practice on the school council. Pupils develop their leadership skills as curriculum champions, playtime buddies and members of the eco council.

Children in the Reception class know that all people should be treated fairly. Older pupils understand how discriminatory behaviour such as racism and homophobic bullying can be harmful to others. Trips to the theatre, and visits to museums and places of worship, help to enrich pupils' learning and their appreciation of the wider world.

Parents and carers described the school as a small and caring family. Staff share this view. They told inspectors that governors and leaders are approachable and are mindful of their workload and well-being.

Governors know the school well. They know what the school's strengths are and what needs to be improved.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and governors leave nothing to chance when it comes to safeguarding. Leaders keep close checks on pupils who may be vulnerable. They work with external specialists for advice when necessary.

All staff know that they are responsible to ensure that pupils, and children, are safe. Safeguarding leaders are regularly trained. They regularly update staff on developments relating to pupils' safety and welfare. As a result, staff can identify any potential signs of neglect or abuse. They know how to raise concerns if they are worried about pupils.

Pupils learn how to keep themselves safe through different aspects of the

curriculum. For example, in computing, pupils learn how to use the internet safely.

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

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

- In a small number of subjects, subject leaders do not have the subject knowledge they need to help teachers to improve how they deliver the curriculum. This means that the support they give to teachers is not as effective as it should be. Senior leaders should ensure subject leaders receive the training and guidance that they need to support teachers to deliver the curriculum more effectively in these subjects.
- In some subjects, leaders have not ensured that teachers have sufficient information about how well pupils are learning. This limits teachers' ability to design activities that help pupils to remember the curriculum. Leaders should ensure that teachers' checks give teachers the information they need to inform future teaching.

## **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

<b>Unique reference number</b>	111125
<b>Local authority</b>	Halton
<b>Inspection number</b>	10226183
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	129
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Mike Nelson
<b>Headteacher</b>	Richard Collings
<b>Website</b>	<a href="http://www.woodsideprimary.co.uk">www.woodsideprimary.co.uk</a>
<b>Date of previous inspection</b>	17 and 18 July 2018, under section 5 of the Education Act 2005

## Information about this school

- The school runs a key stage 2 specially resourced provision for pupils with SEND from across the local authority. Most of these pupils have social, emotional and mental health needs. At the time of the inspection, nine pupils were part of the specially resourced provision. All have an education, health and care plan.
- Since the previous inspection, a new chair of the governing body has been appointed.
- Leaders do not make use of alternative provision.

## Information about this inspection

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

- This was the first routine inspection that the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher and assistant headteachers. They also held meetings with other leaders, including those responsible for the early

years, pupils' personal and social development and SEND. The lead inspector held a meeting with four governors, including the chair of the governing body. He also met with a representative of the local authority.

- Inspectors carried out deep dives into these subjects: early reading, mathematics, history and personal, social, health and economic education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors spoke with leaders about the curriculum in some other subjects. Inspectors also spoke with staff about their workload and well-being.
- Inspectors spoke with parents to gather their views about the school. They considered the responses to Ofsted Parent View, as well as free-text comments from parents. Inspectors reviewed the responses to the staff and pupil surveys.
- Inspectors examined a range of policies and documents. They also scrutinised safeguarding information, including the school's safeguarding policy. Inspectors spoke to safeguarding leaders about the reporting and recording of any safeguarding incidents. They also talked with pupils about their safety and welfare.

### **Inspection team**

Lenford White, lead inspector

Ofsted Inspector

Julie Peach

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022