

Inspection of Wood Farm Primary School

Titup Hall Drive, Headington, Oxford, Oxfordshire OX3 8QQ

Inspection dates: 8 and 9 November 2022

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

What is it like to attend this school?

'Ambition, beauty and connection' sit at the heart of pupils' education at Wood Farm. Through these core values, leaders are truly aspirational for every child. They transform pupils' life chances through removing barriers to ensure all pupils get a top-quality education. Staff teach pupils self-belief and how to interact positively with others. This enables pupils to produce high-quality work.

Leaders plan experiences and trips to widen pupils' knowledge beyond where they live. A partnership with a primary school in South Africa enriches pupils. They write letters, make video calls and undertake joint learning projects. Opportunities are also sought to inspire pupils' talents and interests. Specialist teachers inspire pupils to learn an instrument. The school council empowers others with key messages about protecting the planet. Pupils regularly explore the natural world and love the new outdoor classroom. They relish the impressive facilities where they can cook, dance and play team sports.

Pupils know that the school is a safe and caring environment. There is camaraderie among everyone, and pupils see the good in all. They learn to speak kindly and treat others respectfully. Adults are always on hand to listen and help. Around school, pupils follow the behaviour rules and try their best.

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

Determined leaders from across the school strive to make a difference for pupils. From the very start of Reception, staff quickly identify the support every child will need to flourish. By the time pupils leave Year 6, they have the knowledge and skills to succeed. This is notable in reading and mathematics. Across the curriculum, leaders have mapped out the essential knowledge pupils should learn in each year group. They are aware of some subjects where units of work do not detail all the knowledge steps in a logical sequence.

Staff rightly prioritise Reception children's communication and language. Excellent transition work with feeder nurseries enables leaders to hit the ground running with addressing any language gaps. Staff see every opportunity to promote children talking. New words are introduced every day and skilful adults encourage and repeat words. Children then use these in their learning. Each day, adults read aloud stories and sing nursery rhymes and songs to children. They plan interesting role play scenarios. Children learn to speak clearly, take turns and listen to each other.

Learning to read quickly is leaders' number one goal. This begins with a well-sequenced phonics programme. Staff teach phonics skilfully because of the ongoing training they receive. Leaders support all staff with feedback to enable a highly consistent approach to teaching pupils to read. Pupils re-read books which match the programme to develop fluency. Leaders closely track any child who needs catch-up sessions in reading. Because of the COVID-19 pandemic, there are more

pupils who are not reading sufficiently well at this stage. Leaders have ensured these planned additional sessions closely link to the phonics lessons pupils have.

For pupils with special educational needs and/or disabilities (SEND), leaders put in place the right arrangements to help these pupils access the curriculum. Teachers communicate straight away with leaders if they suspect a child may have additional needs. Leaders check that the right adaptations are made in lessons. Where needed, staff engage quickly with external agencies to explore the support pupils with SEND need to achieve well.

Teachers' professional development is seen as integral to ensure pupils learn well throughout the curriculum. Leaders create a plan for every teacher, and staff speak highly of the opportunities provided. Training focuses smartly on teachers' subject knowledge. Therefore, teachers mostly set the right activities to enable pupils to grasp new material. Furthermore, teachers strengthen pupils' memory by exploring different ways to recall information. The use of quizzing helps teachers check what pupils remember.

Pupils' personal development programme has been well designed. Leaders celebrate the global diversity of the school, where over 40 languages are spoken by pupils. The curriculum explores pupils' different faiths and national heritage. Pupils enjoy taking on leadership roles, and staff help pupils to be active contributors. However, leaders acknowledge that they need to widen the range of clubs and activities for pupils to take part in following the COVID-19 pandemic.

In lessons, pupils behave well. Classrooms are calm places where pupils eagerly get on with their learning and are rarely distracted. Relationships between staff and pupils are warm-hearted.

Experienced governors understand their core duties exceptionally well. They are razor sharp in how they challenge leaders to reflect on how well improvements are going. They ensure robust strategic planning supports leaders' priorities for the quality of education.

Safeguarding

The arrangements for safeguarding are effective.

Leaders take the right actions to keep pupils safe. All adults know they must be alert to any possible signs of concern. Ongoing communication and thoughtful decision-making ensure swift help is accessed when needed to support pupils and their families. Leaders keep well informed about risks in the community. This informs staff's training and raises heightened awareness. The curriculum prepares pupils well for staying safe outside of school. Parents receive regular updates about what is taught.

Child protection records are accurately documented with a clear overview of what has happened over time. Leaders work collaboratively with social workers and other agencies.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some curriculum subjects do not outline all the component knowledge in a coherently sequenced way. This means that teachers can be unsure about what needs to be taught and the assessment checks of what pupils should remember. Leaders are reviewing their curriculum and need to finish laying out all the steps of knowledge so that pupils build their understanding from early years until Year 6.

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.

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	123074
Local authority	Oxfordshire
Inspection number	10241797
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	400
Appropriate authority	The governing body
Chair of governing body	Hugh Turner
Headteacher	David Lewin
Website	www.woodfarmschool.org.uk
Date of previous inspection	9 May 2017, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Wood Farm Schools Federation. The headteacher is executive headteacher of both schools.
- The school is currently using one alternative provider.

Information about this inspection

The inspectors carried out this graded 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 leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, other senior leaders, staff and pupils. The lead inspector met three governors, including the chair. He also spoke with a school improvement officer from the local authority.
- The inspection team carried out deep dives into these subjects: early reading, mathematics, history, music and physical education. To do this, they met with

subject leaders, looked at curriculum plans, had discussions with staff and pupils, visited lessons and looked at pupils' work.

- Pupils across the school were observed reading to a familiar adult by the lead inspector.
- To evaluate the effectiveness of safeguarding, inspectors spoke with staff and pupils. The lead inspector met with the designated safeguarding lead to examine records and actions. This included sampling a range of safeguarding documentation. An inspector reviewed checks on the safer recruitment of adults.
- Inspectors talked to pupils from different year groups about their learning and experiences at school.
- The views of staff, pupils and parents were gathered through discussions and Ofsted's online surveys.
- The inspection team scrutinised a range of documents provided by the school. These included leaders' self-evaluation and school development priorities, policies, curriculum documents, published information about pupils' performance, the pupil premium strategy, reports of visits from the local authority, and minutes of governors' meetings.

Inspection team

James Broadbridge, lead inspector	His Majesty's Inspector
Carl McCarthy	His Majesty's Inspector
Linda Appleby	Ofsted Inspector

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