

Inspection of Woodlands Church of England Primary Academy

Mill Carr Hill Road, Oakenshaw, Bradford, West Yorkshire BD12 7EZ

Inspection dates: 10 and 11 January 2023

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| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Early years provision | Good |
| Previous inspection grade | Not previously inspected under section 5 of the Education Act 2005 |

What is it like to attend this school?

Pupils enjoy learning and staff enjoy teaching at Woodlands Church of England Primary Academy. Staff have high aspirations for all pupils. Pupils are proud of their school and the work they do. They enjoy a variety of rewards for their efforts. Pupils and staff celebrate success together.

Pupils are polite and well-mannered. They work and play together cooperatively. In class, and at playtimes, pupils are well-behaved. Adults are on hand to support pupils, and take time to listen. Pupils say that they feel safe. Pupils have a clear understanding of bullying. Pupils know that bullying is unkind and wrong. While bullying is rare, pupils say that they would tell an adult straightaway if they thought it was happening.

The headteacher, with the support of leaders from the multi-academy trust (the trust), has managed changes to staffing well. All phases are now fully staffed and implementing the ambitious curriculum.

There are a variety of different after-school clubs on offer for pupils. Clubs range from archery to breakdancing. These clubs change throughout the year. Pupils spoke to inspectors with excitement about their recent school visit to France.

Older pupils interact well with children in the early years. They build strong relationships and become excellent role models. Children in the early years play a full part in school life.

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

There is a relentless focus on reading in the school. This begins in the very first days in the early years and continues until the end of Year 6. Staff have regular early reading training. This ensures that they offer effective support to pupils. All staff use the same language and approach to teaching pupils how to read. Teachers select books to read that engage and enthuse pupils. Pupils talk in detail about the characters and the storylines of the books they read.

Leaders have developed a curriculum which supports pupils in their learning well. Pupils' learning in subjects such as reading, mathematics and science is appropriately sequenced to help them understand important concepts or read fluently. In most lessons, teachers use effective resources and methods to help pupils remember ideas in the long term. Staff have received effective training from leaders in the school and from the trust in reading, mathematics and science. Subject-specific training for subject leaders and staff is weaker in other subjects. Some aspects of the curriculum are at an early stage of development. Some subject leaders have not monitored the impact of their subjects on pupils' learning.

In the early years, indoor and outdoor spaces support children's development. The curriculum in the early years is clear and coherent. Learning experiences focus on

development and readiness for the next steps in learning. Staff support children who need extra help with compassion and care. This has helped to create an environment in which children feel confident and happy.

Leaders support pupils with special educational needs and/or disabilities (SEND) to access the different learning experiences on offer. Links with external agencies help to ensure that provision meets the needs of pupils with SEND. Staff training is having a positive impact. For example, adults use specific guidance to skilfully develop pupils' speech and language needs.

Pupils know how to behave appropriately. In class, pupils generally engage positively with their learning. When pupils do drift off task, teachers quickly offer suitable guidance to bring them back on track. Pupils respond to all forms of support offered in a positive manner. Leaders track pupils' attendance and punctuality carefully. As a result, attendance and punctuality are strengths of the school. Weekly rewards are on offer to motivate pupils to attend well. For example, classes are keen to get their ribbons on the attendance cup.

Leaders support pupils' personal development through a structured curriculum. This ensures that pupils understand differences and the wider world. Regular assemblies and opportunities to discuss and debate issues enhance the curriculum content. These opportunities help pupils to become responsible members of the community.

Educational visits are a regular feature of the school's curriculum. Teachers do preparatory work with pupils and link the visits to the subject content covered in class. For example, the First World War coverage in history linked to the visit to France. This gave pupils the opportunity to apply their historical knowledge in context while abroad.

Governors and the leaders from the trust know the school very well. They provide extensive support to leaders along with regular challenge to guarantee high-quality education. Staff enjoy working at the school and feel supported by leaders.

Safeguarding

The arrangements for safeguarding are effective.

There are well-established processes in place to identify pupils who might require help. Staff are well acquainted with the pupils. To ensure that pupils and their families receive the assistance they require, leaders collaborate with outside professionals.

Leaders perform rigorous background checks on all staff, governors and outside visitors to the school. Leaders have received training on safer recruitment procedures. Leaders and governors are aware of their obligations to care for and safeguard pupils.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders and staff do not have the subject knowledge necessary to implement the planned curriculum well. Some subject leaders do not have the information they need to monitor the implementation of their subjects effectively. Senior leaders should ensure that subject leaders and staff receive subject-specific professional development in all subject areas.

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

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| Unique reference number | 145225 |
| Local authority | Bradford |
| Inspection number | 10240730 |
| Type of school | Primary |
| School category | Academy converter |
| Age range of pupils | 3 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 113 |
| Appropriate authority | Board of trustees |
| Chair of trust | Theresa Mason |
| Headteacher | Sarah Gibson |
| Website | www.woodlandsprimary.org.uk |
| Date of previous inspection | Not previously inspected |

Information about this school

- The school is one of 19 schools in the Bradford Diocesan Academies Trust.
- The school does not use alternative provision.
- The school is smaller than the average-sized primary school.
- As the school is designated as having a religious character, it is inspected under section 48 of the Education Act 2005. The last section 48 inspection of the school was in November 2017. The timescales for reinspection have been extended because of COVID-19.

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.

- Meetings were held with the chief executive, the headteacher, trustees, governors, senior leaders, the early years leader, the special educational needs coordinator, subject leaders, teachers and administrative staff.
- Inspectors carried out deep dives in these subjects: reading, mathematics, science and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at a sample of pupils' work.
- An inspector met with the designated safeguarding lead. The single central record of recruitment checks was scrutinised. Inspectors reviewed the school's safeguarding records.
- Inspectors reviewed a range of documentation provided by the school. This comprised the curricular material, school policies and the school improvement plan.

Inspection team

Richard Jones, lead inspector

His Majesty's Inspector

Andrew Yeomans

Ofsted Inspector

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