

# Inspection of Woodhouse Primary School

Nursery Road, Davyhulme, Urmston, Manchester M41 7WW

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Inspection dates: 19 and 20 April 2023

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

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

Pupils are very proud to be members of Woodhouse Primary School. They are inquisitive, kind to each other, eager to learn and exceptionally well behaved. Pupils feel happy, safe and secure at school. The strong and trusting bonds that pupils have with staff give them the confidence to share any concerns that they may have.

Pupils know that staff will not tolerate poor behaviour. Pupils live up to leaders' high expectations and behave exceptionally well. On the rare occasions that bullying or any discriminatory behaviour takes place, leaders and staff deal with it quickly and effectively.

Staff and leaders motivate and enable pupils to achieve highly and to become caring, polite, respectful and responsible citizens. Leaders' ambitions extend to early years. Here, children achieve outstandingly well. This is because the curriculum is exceptionally well crafted to give children the very best start to their education.

Pupils' interests are captured by the wide range of extracurricular activities that are on offer. Pupils relish the different educational trips and visits that enliven the curriculum. For example, pupils enjoy visits to different museums and art galleries. They also take pleasure in their trips to a local zoo, a beach and other places of interest.

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

Leaders and staff share a view that 'wisdom grows from wonder'. They have fostered in pupils a genuine love of learning. Leaders and governors have designed a coherent curriculum that is ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). In each area of the curriculum, leaders have carefully identified the important knowledge that they want pupils to know and remember. Most pupils achieve well. Children in early years benefit from a very cohesive and stimulating curriculum that is taught by skilled staff who have an in-depth understanding of how young children learn.

Morale among staff is high. Staff do not feel burdened with unnecessary work. They are of the view that leaders are mindful of their well-being. Subject leaders have strong knowledge of their specialist areas. They check regularly that the subject curriculums are being delivered as intended and they offer staff helpful advice to improve their practice further.

Most curriculums are delivered well. Typically, teachers know how well pupils are learning. Teachers introduce subject matter clearly. They check pupils' understanding, identify misconceptions and provide sufficient time for pupils to practise, process and retain new learning. However, in a few areas of the curriculum, pupils are not learning as well as they should. This is because teachers do not routinely provide opportunities for pupils to revisit and consolidate their

learning. Consequently, in these subjects, some pupils have not acquired essential knowledge securely.

There is a strong reading culture in the school. Leaders have thought carefully about the books that they want pupils to read. Poetry, novels and factual books, written by a diverse range of authors on a wide variety of topics, are available in each class and in the library. The different authors and poets who visit the school enthuse pupils and stimulate their desire to read and write.

Staff have had the training that they need to teach the newly introduced phonics curriculum effectively. Children in the Reception class and pupils in Year 1 build their phonic knowledge confidently. As a result, they sound out and read unfamiliar words accurately. Pupils who find reading difficult are given the time that they need to practise and consolidate their phonic knowledge. Owing to leaders' well-conceived approach to early reading, pupils soon become competent readers.

Leaders have devised clear processes to help them to identify pupils with SEND. When necessary, teachers work with leaders to modify their delivery of the curriculum to ensure that pupils with SEND learn all that they should. Leaders work with parents and carers and outside agencies to provide support to pupils with SEND when this is needed.

Pupils' behaviour is exemplary. At the start of the school day, pupils line up in an orderly fashion before entering the school. Thereafter, they are ready to engage. Disruption in lessons is extremely rare because pupils are completely focused on their learning. Pupils' excellent conduct continues outside lessons. This was clearly evident in pupils' exceptional behaviour during a whole-school assembly.

Children in early years behave exceptionally well. They are highly motivated and eager to learn. Children demonstrate high levels of control. They also have exceptionally well-developed communication skills. This was evident as children confidently discussed their learning with the inspectors.

Pupils learn about different cultures and religions. They know how to maintain a healthy mind and body. Pupils like to pursue their interests. They regularly attend different clubs, including dancing, sewing, drawing, netball, Spanish and origami clubs. Pupils excel at sports. The girls' football team is known locally for its success in inter-school competitions. Year 5 pupils are looking forward to performing 'Twelfth Night' at The Royal Exchange in Manchester. Pupils develop their leadership skills well. They demonstrate this as house captains, play leaders, online safety ambassadors and eco-council members.

There were many positive comments from parents about Woodhouse. Parents who spoke with inspectors praised staff highly for their dedication and hard work.

Members of the governing body support leaders effectively. They have an accurate view of what is working well. Governors challenge leaders to improve the curriculum and pupils' achievement continually.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and governors know pupils and the local community well. They are alert to the potential dangers that pupils might face. Leaders have put stringent safeguarding procedures in place. They make sure that staff know their role in keeping pupils safe.

Staff are trained to a high standard. They are skilled at identifying signs that suggest that a pupil may be at risk of harm. Staff document and report any concerns promptly. If necessary, leaders work with different external organisations to make certain that pupils receive the specialist support that they need.

Pupils are taught about dangers and risks. They know how to keep themselves safe, including when online and when using electronic equipment, including mobile phones.

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

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

- In some subjects, teachers do not provide enough opportunities for pupils to revisit and embed what they have learned. This means that some pupils' knowledge is not secure. At times, pupils struggle to remember what they have been taught. Leaders should ensure that teachers routinely check that pupils have secured the necessary knowledge that they need in order to move on to new learning.

## 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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| <b>Unique reference number</b>             | 106332   |
| <b>Local authority</b>                     | Trafford   |
| <b>Inspection number</b>                   | 10268968   |
| <b>Type of school</b>                      | Primary  |
| <b>School category</b>                     | Community  |
| <b>Age range of pupils</b>                 | 3 to 11  |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 235  |
| <b>Appropriate authority</b>               | The governing body   |
| <b>Chair of governing body</b>             | Kirstine Hogg  |
| <b>Headteacher</b>                         | Julie O'Connor   |
| <b>Website</b>                             | <a href="http://www.woodhouseprimaryschool.co.uk">www.woodhouseprimaryschool.co.uk</a> |
| <b>Date of previous inspection</b>         | 6 February 2018, under section 8 of the Education Act 2005                             |

## Information about this school

- Leaders do not make use of alternative provision.

## 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 held meetings with the headteacher and the deputy headteacher. Inspectors also held meetings with other leaders, including those responsible for SEND, early years, attendance, and pupils' behaviour, welfare and personal development.
- The lead inspector met with members of the governing body. He held a telephone conversation with a representative from the local authority.

- Inspectors carried out deep dives in early reading, mathematics, geography, and design and technology. 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 met with pupils to discuss their learning in some other subjects. The lead inspector observed pupils reading to school staff.
- Inspectors spoke with staff about their workload and their well-being.
- Inspectors met with parents and carers and reviewed the responses to Ofsted Parent View, including the free-text comments. Inspectors also reviewed the responses to Ofsted's staff and pupil surveys.
- Inspectors spoke to safeguarding leaders about the reporting and recording of any safeguarding incidents. Inspectors talked with pupils about their safety and welfare. Inspectors examined a range of policies and documents. They also scrutinised safeguarding information, including the school's safeguarding policy.

### **Inspection team**

Lenford White, lead inspector

Ofsted Inspector

Shameem Patel

Ofsted Inspector

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