

Inspection of Woodlesford Primary School

Church Street, Woodlesford, Leeds, West Yorkshire LS26 8RD

Inspection dates: 17 and 18 May 2023

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Good

Early years provision

Outstanding

Previous inspection grade

Requires improvement

What is it like to attend this school?

Respect, kindness and perseverance are at the heart of the high-quality education that pupils who attend Woodlesford Primary School receive. Pupils exemplify their school values and can explain how these help them to behave well. Pupils are extremely proud of their school. They love coming to school and enjoy all aspects of school life.

Pupils speak warmly about the staff in school. They know that adults are there to help them with their learning and to keep them safe. Pupils feel safe in school because 'there are so many adults around, we have people that can protect us'.

Pupils and staff demonstrate high levels of respect for each other. Staff talk about the pastoral, nurturing approach in school where 'children are at the heart of everything'. Bullying and incidents of poor behaviour are rare. Pupils are confident that staff would deal with any issues that arise.

Leaders have ensured that children are well prepared for life in modern Britain. Pupils talk confidently about the importance of equality and the celebration of difference. They understand tolerance. The balance between academic achievement and personal development means that pupils present as positive, polite, respectful and articulate members of the school community. Pupils enjoy the wide range of extra-curricular activities on offer. Parents value this.

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

Subject leaders are knowledgeable and are seen as the experts within the school. They have designed a strong curriculum to build pupils' knowledge from Nursery to Year 6. Leaders are ambitious for what all pupils, including those with special educational needs and/or disabilities (SEND), can achieve. The development of knowledge is well planned and sequenced over time. Lessons are well structured so that pupils can build on previous knowledge and experiences. Teachers check pupils' understanding of previous learning and use this to introduce new information. Pupils' knowledge of the curriculum is secure. They are able to talk about current and previous learning and how they are developing their knowledge. For younger pupils, the actions that leaders have taken are improving standards in writing. For example, in early years, children can apply their phonics knowledge and handwriting skills to write sentences independently. The high-quality education provided by the school is not yet reflected in the writing outcomes for key stage 2 pupils.

Leaders have implemented a carefully planned phonics programme. There is a consistent approach to teaching phonics which starts in Nursery to develop children's speaking and listening skills. Staff are well trained and skilled in teaching pupils to learn to read. Reading leaders are ambitious for all pupils to read across the curriculum. Books are well matched to pupils' reading ability and contain sounds they are familiar with. For those who struggle with reading, staff provide targeted sessions to support them in becoming increasingly confident and fluent readers.

The ambitious early years curriculum lays strong foundations for Year 1 and beyond. The early years leader has worked closely with subject leaders to ensure that children's knowledge of different subjects is developed from their starting points in Nursery. Staff in the early years speak warmly about how the early years curriculum provides the firm foundations for children's future learning. The early years environment is vibrant. Children participate in a wide range of exceptionally well-planned activities both inside and outside. They have access to a large, stimulating and practical outdoor learning area. Adult interactions with children are highly positive and deliberately encourage children to explore their ideas. Children, including those with SEND, are confident and independent in how they access the provision. They have a secure understanding of the routines which start in Nursery.

The behaviour policy is clear and well understood by staff and pupils. Pupils are impeccably behaved as they move around school and in lessons. There is a calm and orderly atmosphere. Staff plan lessons that spark pupils' interest and develop what they know. In class, pupils are highly focused on their learning. They take pride in their work. Extremely positive attitudes to learning are evident, and pupils respond well to the high levels of challenge that are offered. Leaders have high expectations for behaviour and learning. Pupils respond exceptionally well to these. They attend school regularly and arrive on time.

Leaders consistently promote the extensive personal development of pupils. They go beyond what is expected and provide pupils with a wide, varied set of experiences which are open to all. The personal, social, health and economic education curriculum is detailed and well sequenced. The curriculum starts in Nursery and builds on learning up to Year 6, in an age-appropriate way. Pupils learn about different families and healthy relationships. They have a well-developed awareness of how to keep themselves safe both physically and mentally. Pupils talk with enthusiasm about their leadership responsibilities, such as reading ambassadors, eco warriors and sport leaders.

There has been a significant change in the school's leadership since the last inspection. This has led to positive change that is recognised by staff and governors. Leaders, with the support of the local authority, have managed this well. Governors have a clear and accurate understanding of the improvements that the school has continued to make. Staff speak highly of leaders in school. They value the training and support that they receive.

Safeguarding

The arrangements for safeguarding are effective.

Leaders, staff and governors are aware of their responsibilities. They receive timely and relevant training to ensure their knowledge is kept up to date. This leads to a strong, shared culture of safeguarding. Staff report all concerns, no matter how minor. Records are detailed and updated regularly. Leaders act quickly to ensure pupils get the support that they need. Risks in the local area are addressed in the

curriculum. These include knife crime, social media, online safety, stranger danger and rail safety. The local police community support officer delivers sessions to pupils and attends parents' evening.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Following the disruption caused by the pandemic, pupils' attainment and progress in writing for key stage 2 pupils have dipped. As a result, their achievement in writing is not as strong as achievement in reading and maths. Leaders need to continue to embed the planned curriculum so that the current approach to the teaching of writing leads to sustained improvements in writing outcomes for pupils at key stage 2.

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	107834
Local authority	Leeds
Inspection number	10255739
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	431
Appropriate authority	The governing body
Chair of governing body	Richard Wilson
Headteacher	Linda Collier
Website	www.woodlesford.leeds.sch.uk/
Date of previous inspection	22 and 23 May 2019, under section 5 of the Education Act 2005

Information about this school

- There is a new headteacher in post and there have been significant changes to the senior leadership team since the previous inspection.
- There have been significant changes to the governing body since the last inspection, including a new chair and vice chair of governors.
- There is a breakfast club and an after-school club run by the school on site.
- The school has a nursery for three- and four-year-old children.
- The school does not use alternative provision providers.

Information about this inspection

The inspector(s) carried out this graded inspection under section 5 of the Education Act 2005.

- This is 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, the deputy headteacher, the assistant headteacher, the early years leader and the special educational needs coordinator.
- The lead inspector met with representatives from the local governing body and a representative from the local authority.
- Inspectors carried out deep dives into reading, mathematics, computing, history and physical education. For each deep dive, inspectors met with subject leaders, looked at curriculum planning, conducted joint lesson visits with leaders, had discussions with teachers, spoke to pupils about their work and looked at pupils' books and samples of their work.
- Inspectors observed pupils' behaviour in classrooms, around the school and at playtime and lunchtime. They spoke with pupils about their views of the school and their learning, behaviour and safety.
- During the inspection, a range of safeguarding information was scrutinised including the school's policies and records. Inspectors spoke to pupils and observed relationships between pupils, and between pupils and adults. The lead inspector also met with the designated safeguarding lead.
- Inspectors considered responses to Ofsted's online questionnaire for staff and pupils, and Ofsted's online survey for parents, Parent View. This included comments received via the free-text facility. Inspectors also talked to some parents in the school playground.

Inspection team

Nicola Beaumont, lead inspector	His Majesty's Inspector
Richard Beadnall	His Majesty's Inspector
Chris Jennings	Ofsted Inspector

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