

Inspection of Woodlands Primary School

Winding Way, Salisbury, Wiltshire SP2 9DY

Inspection dates: 16 and 17 May 2023

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	Requires improvement

What is it like to attend this school?

Woodlands is a highly inclusive school. Pupils feel proud to attend. They enjoy school and talk enthusiastically about their learning. Pupils have warm relationships with adults. Staff say there is a 'family feel'. This starts in the early years, where staff nurture and care for children well. Many parents agree.

Leaders have worked hard to ensure that staff apply the behaviour policy consistently. They have established clear reward systems. Pupils enjoy these and this motivates them to do well. They are polite and courteous to visitors. However, a small minority of pupils do not behave as well on the playground. Pupils say that adults do address these issues but the number of incidents is still too high.

Leaders have considered the curriculum beyond the academic. In doing so, they have carefully considered the school's context. They have carefully planned a series of milestones that pupils should experience before they leave in Year 6. These ensure that pupils develop their character and understand the world around them.

Pupils enjoy a range of clubs to develop interests, such as cookery, art and basketball. Through links to a neighbouring school, pupils develop their musical talents in the school choir.

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

Leaders have improved the school significantly since the last inspection. Due to the COVID-19 pandemic and the work on the curriculum not having had its full impact, outcomes in national curriculum tests in 2022 were low. However, pupils now learn well. Leaders, including those relatively new to their roles, have continuously checked the curriculum for its impact. They have drawn on external support to support this. As a result, leaders know the strengths and weaknesses of the school well.

Leaders have established an ambitious curriculum from nursery to Year 6. They have given considerable thought as to when pupils learn different subjects to maximise how much they learn. The curriculum is well sequenced so that pupils' knowledge builds on what they have learned in the past. For example, in mathematics, leaders' emphasis on fluency means pupils can solve more complex problems efficiently.

Leaders have raised expectations of what pupils should learn. They do not make excuses for pupils' backgrounds. This has resulted in pupils developing a much deeper knowledge of the curriculum than in the past. For example, in art and design, pupils can recall the work of famous artists and the techniques they used. In history, pupils confidently talk about historical events, such as the Great Fire of London.

Teachers regularly check on what pupils know. They quickly identify any gaps in knowledge and use this to adapt their teaching. Staff know the pupils and families well. They adapt provision well for pupils with special educational needs and/or disabilities. Pupils, including those with complex needs, learn the same broad and balanced curriculum.

Leaders have established a consistent and rigorous approach to the teaching of early reading. Children learn to read as soon as they start in Reception. Leaders have trained staff in this approach. Consequently, most staff implement the phonics curriculum well. However, a small number of staff still do not have the necessary skills to help pupils to read as well as they should. Occasionally, they ask pupils to sound out words that are not phonetically decodable or they do not address pupils' misconceptions when reading.

Leaders have placed a clear emphasis on developing pupils' oracy. In the nursery, staff share stories and songs to promote early language skills. Younger pupils learn discussion skills through the personal, social and health curriculum. Teachers model how to respond to questions so that pupils speak in full sentences. Additionally, they ensure that pupils learn subject-specific vocabulary throughout the curriculum.

Pupils' personal development is a strength of Woodlands. They learn about the importance of mental and physical health. Pupils know the importance of respecting different opinions. Through the school council, pupils have a voice in the running of the school. They can talk about different religions and cultures. As a result, pupils are well prepared for life in modern Britain.

Leaders prioritise staff's well-being and take workload into account. Staff recognise the changes in the school. They feel that leaders treat everyone equally. Staff feel proud to work at Woodlands.

Governance is a strength of the school. Following the previous inspection, the governing body commissioned a series of reviews and training to strengthen their roles. Governors now know the school well. This is because they diligently scrutinise and check the information that leaders present to them. Their evaluation of the school is accurate.

Safeguarding

The arrangements for safeguarding are effective.

Leaders place safeguarding as its highest priority. They have established a culture where staff understand that safeguarding is everyone's responsibility. Staff note down any concerns they have, however small. Leaders act swiftly on these concerns. They escalate these as necessary. Staff work tirelessly with a variety of agencies to ensure that families get the ongoing support they need.

Governors make regular checks on aspects of the safeguarding work, including records of recruitment. Pupils know how to stay safe online. They know the importance of not sharing personal details with strangers.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- A small number of staff lack the expertise to teach phonics effectively. As a result, some pupils do not have their misconceptions addressed correctly. Leaders need to ensure that staff are well trained in the teaching of phonics and check the impact of the training so that staff can support pupils to read well.
- Leaders' work on behaviour has not had the desired impact at social times. Consequently, a minority of pupils do not behave well on the playground. Leaders need to ensure that their systems improve pupils' behaviour and reduce the number of incidents at playtimes and lunchtimes.

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	126264
Local authority	Wiltshire
Inspection number	10268201
Type of school	Primary
School category	Community
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	207
Appropriate authority	The governing body
Chair of governing body	Karen Mills
Headteacher	Matthew Kitley
Website	www.woodlands.wilts.sch.uk
Dates of previous inspection	22 and 23 May 2019, under section 5 of the Education Act 2005

Information about this school

- The school runs its own nursery provision, which admits children from 2 years old.
- The school uses one unregistered 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, groups of staff, and members of the governing body. The lead inspector also had a telephone call with a representative from the local authority.
- Inspectors carried out deep dives in the following subjects: early reading, mathematics and history. For each deep dive, inspectors discussed the curriculum

with subject leaders, visited a sample of lessons, spoke to teachers, looked at samples of work and spoke to pupils about their learning.

- The lead inspector also spoke to pupils and looked at samples of work in art and design and music.
- An inspector listened to pupils in Years 1, 2 and 3 read to an adult.
- Inspectors considered how well the school protects pupils and keeps them safe. The lead inspector met with the designated safeguarding lead to evaluate the effectiveness of safeguarding measures. The lead inspector also scrutinised the school's single central record.
- Inspectors observed pupils' behaviour in lessons and around the school site. Additionally, inspectors spoke to pupils to discuss their views about the school.
- An inspector spoke to parents at the start of the school day. Inspectors also considered the responses to Ofsted Parent View, the online survey.

Inspection team

Jason Edge, lead inspector

His Majesty's Inspector

Nicky McMahon

His Majesty's Inspector

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