

Inspection of Woodfield Primary School

Woodfield Avenue, Wolverhampton WV4 4AG

Inspection dates: 6 and 7 February 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Not previously inspected

The executive headteacher of this school is Simon Arnold. This school is part of St Bartholomew's CE Multi-Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Katy Kent, and overseen by a board of trustees, chaired by Richard Pithers.

What is it like to attend this school?

Woodfield Primary School is a community where everyone belongs. The school sets very high expectations of how pupils should behave. Pupils know what is expected of them and try hard each day to make sure that they stay in the 'green zone'. Pupils are polite and respectful of one another. They are highly courteous to adults, including visitors. Pupils learn self-control and to persist when facing difficulties. At social times, older pupils take on roles to support pupils in school. Any pupil who struggles to behave receives highly effective support.

Every day pupils do their best to live the school values 'ambition, belief, challenge'. Pupils enjoy attending school and achieve very well. Classrooms are industrious places where pupils are engrossed in learning. Castle visits, pantomime trips, visiting authors and the growing use of digital resources help pupils deepen their learning of the school's rich curriculum. School clubs such as coding, art and sports clubs are popular with pupils. These allow pupils to develop new talents and interests.

Pupils know that there are trusted adults in school who will listen attentively and act quickly to resolve any worries or concerns they raise. They are happy and safe. Parents are overwhelmingly positive about the school.

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

The school's curriculum offer is well designed and thoughtfully sequenced so that pupils have the knowledge and skills they need to achieve highly. Dedicated and committed staff are highly skilled. They teach the curriculum consistently and effectively well. Staff present new learning in a way which captures and motivates pupils to learn exceptionally well. They make rigorous checks on learning in lessons and over time and, as a result, pupils receive carefully tailored support and guidance to help them improve their work. Pupils take great care and pride in their work. It reflects the very high standards and expectations set out by the school. All this means that pupils consistently learn and remember more of the curriculum.

Reading, including phonics, is taught to a very high standard by expert adults. Author visits and poetry workshops help pupils to develop a passion for reading. Workshops and online resources help parents to support pupils when reading at home. Any pupil who falls behind is swiftly identified. Staff carefully consider the best approach to support these pupils to catch up quickly. They make strong gains in their reading and catch up. As a result, all pupils learn to read with the confidence and accuracy expected for their age.

Children in the early years get off to an exceptional start. Highly skilled adults support children's learning and development, building on what children know and can do. Staff engage children in purposeful conversations about learning. Children display deep levels of concentration. They are highly motivated, willing to have another go or try again. Children respectfully take turns and share. They are eager

to join in with stories, songs and number rhymes. Children are very well prepared for the next stage of their education.

Any pupil with additional needs is quickly identified and assessed so that they get the support they need to access the curriculum. This includes support from external professionals such as occupational therapy. Learning and care needs are prioritised and reviewed. Pupils with special educational needs and/or disabilities are very well supported to be successful in school.

The school provides an extensive personal development offer. A diverse range of books reflecting different cultures and lived experiences help pupils to understand and empathise with others. Visits to places of worship help pupils to learn about different religions and experience different cultures. For example, pupils visit a mosque, gurdwara, mandir and church. All this builds tolerance and respect. Pupils learn about democracy through the work of the school council. In history lessons, pupils learn about how women fought for the right to vote. Pupils know that they have a right to be heard. They learn to consider different points of view.

Leaders at every level in this school are relentless in their work to ensure the high standards they set are consistently met. The positive culture means that every child is well supported to be successful in all aspects of school life. Rigorous, supportive checks and accountability across the trust mean that the executive headteacher is held to account effectively for the performance of the school.

Staff report high levels of support for their well-being. They talk about listening, caring leaders who value their dedication and commitment.

Safeguarding

The arrangements for safeguarding are effective.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a

social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	147528
Local authority	Wolverhampton
Inspection number	10294684
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	639
Appropriate authority	Board of trustees
Chair of trust	Richard Pithers
CEO of the trust	Katy Kent
Headteacher	Simon Arnold (Executive Headteacher)
Website	www.woodfieldprimary.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school uses one alternative provider.
- The school provides before- and after-school provision.
- The school is part of St Bartholomew's CE Multi-Academy Trust.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors carried out deep dives in these subjects: early reading, English, mathematics, physical education and computing. For each deep dive, the

inspectors discussed the curriculum with subject leaders, visited a sample of sessions, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupil's work. Inspectors also looked at samples of pupils' work and held discussions with leaders about the art, geography and science curriculum.

- The inspectors observed pupils reading to a familiar adult and reviewed reading resources.
- The inspectors reviewed a range of documentation on the school's website.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors observed pupils in lessons and at other times during the day.
- The inspectors held meetings with the executive headteacher, the deputy headteacher, the special educational needs coordinator, the designated safeguarding lead, curriculum leaders, the local governing body, trust leaders and the chief executive officer.
- The inspectors took account of responses to Ofsted Parent View, pupil surveys and staff surveys.

Inspection team

Lorraine Lord, lead inspector	Ofsted Inspector
Mary Maybank	Ofsted Inspector
Graeme Rudland	Ofsted Inspector

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