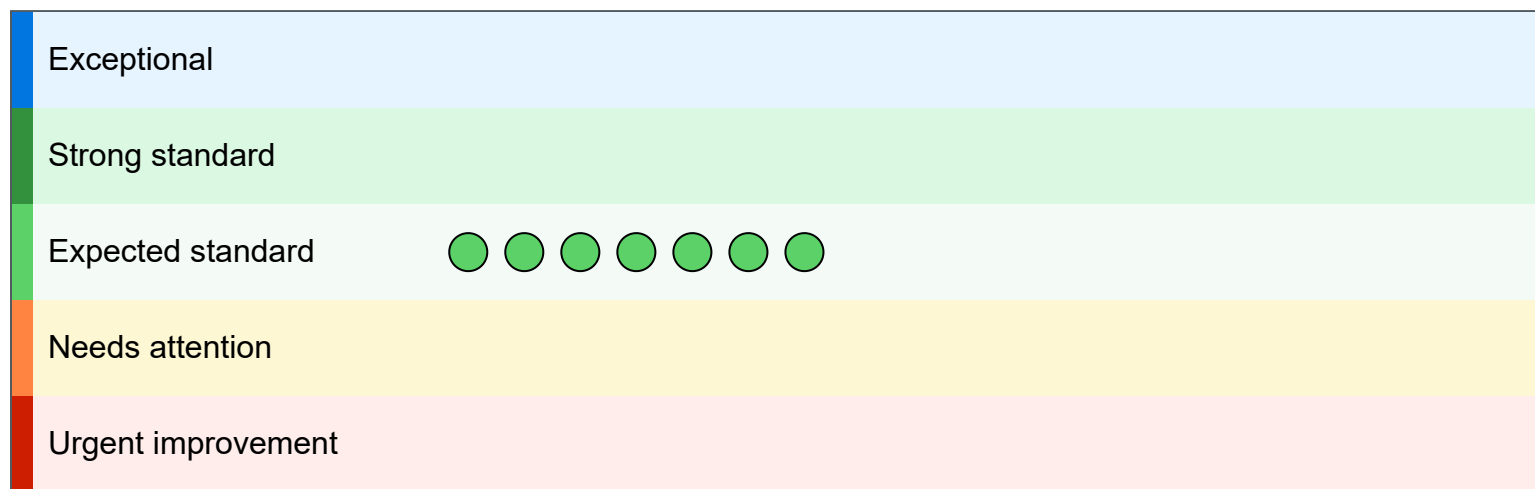


# Woodhouses Voluntary Primary School

Address: Ashton Road, M35 9WL

Unique reference number (URN): 105688

## Inspection report: 19 November 2025



### ✔ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

#### How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

## Expected standard

### Achievement

Expected standard 

Most pupils progress well through the curriculum. The school prioritises children getting off to a confident start in the early years. This includes ensuring that they secure the key knowledge that they need in reading, writing and mathematics to be successful as they move through the school. Typically, most pupils achieve well in many subjects. The curriculum meets the needs of pupils at each stage. As a result, pupils typically build new knowledge based on what they know and can do.

Work in pupils' books shows that the school supports them effectively to progress well from their various starting points. Pupils' outcomes in national tests show that most pupils are well prepared for the next stage of their education. Leaders have strategies in place that aim to ensure that pupils achieve more highly. By the end of key stage 2, the number of pupils attaining the higher standard is below national averages.

### Attendance and behaviour

Expected standard 

Leaders monitor pupils' attendance carefully. This enables them to identify concerns early. They work with families to provide support and ensure that vulnerable pupils, including those who are disadvantaged, receive timely and tailored help. As a result, most pupils who were persistently absent now attend school frequently. Leaders understand the reasons for previous patterns of absence and have put in place effective actions to help pupils to attend school as often as possible. Leaders ensure that the school community knows that attendance is everyone's responsibility. They celebrate success through letters, newsletters and displays. Pupils are proud to receive their '100% awards'. Pupils' attendance and behaviour reflect leaders' high expectations and the school's positive ethos.

Leaders have established a calm and respectful culture that supports learning. Pupils behave in an orderly way in lessons and around the school, and disruption is rare. Pupils know that staff are consistent and fair when managing behaviour. They know what it means to 'shine' in their daily school routines. Pupils report that they feel safe, understand what bullying means and trust staff to act quickly when problems arise. Staff promote routines effectively, and pupils follow them well, reflecting the high expectations shared across the school.

### Curriculum and teaching

Expected standard 

Leaders have put in place a broad curriculum that has been designed to build pupils' knowledge in a logical order. Careful thought has been given to the particular needs of pupils within the mixed-age classes. Staff focus on developing pupils' vocabulary. This typically supports pupils, including children in the early years, to know and remember important words in different subjects. Staff explain new learning clearly to pupils. They have the subject knowledge that they need to help pupils build on what they already know.

Staff take the time to identify and reduce any potential barriers to learning that pupils may have. For example, some pupils receive additional support with their emotional development. The support that pupils receive is regularly reviewed to make sure that pupils make progress over time.

Overall, the curriculum is taught well. Staff identify pupils who have not secured the key knowledge they need. They provide targeted support to address this. Generally, this support is timely and effective in helping pupils to catch up. Staff typically identify pupils' misconceptions and make adjustments to teaching to address them. However, on occasions, learning tasks are not clearly matched to pupils' needs. When this is the case, gaps in pupils' knowledge are not identified precisely or quickly enough. This prevents pupils from developing a deep and detailed understanding of what they have learned.

## Early years

Expected standard 

Leaders prioritise the early years. They understand the quality and impact of provision and act to improve it. Leaders check that expectations are high for all children. The curriculum in the early years focuses on children's early language and communication development. When children join the school, staff check if they need any additional support to communicate effectively.

The curriculum is generally well designed and takes into account the complexity of the mixed-age class. Staff tailor teaching to children's starting points and close gaps in knowledge quickly. Most interactions between staff and children are high quality, purposeful and engaging. Consequently, most children sustain interest in the areas set up around the classroom to promote and extend their learning.

Phonics is taught well, enabling children to read accurately and with increasing fluency. Children's early writing shows that leaders identified letter formation as a concern and have acted swiftly to improve this. Children typically develop secure skills in early writing. Carefully designed resources support children to explore and learn independently. Staff share helpful information with parents and carers about how to help children to learn at home. Children quickly settle into the established routines. Warm relationships with staff help and encourage children to happily engage in learning.

Most children progress well through the different areas of the early years foundation stage curriculum. Children are well prepared for the curriculum in Year 1.

## Inclusion

Expected standard 

The school has created an inclusive culture. Everyone is welcomed and valued. Pupils, including those with special educational needs and/or disabilities (SEND) and those who are disadvantaged, are typically supported well to access their learning and participate fully in school life alongside their classmates.

Leaders have established effective systems and processes to identify and assess pupils with SEND quickly. Staff receive appropriate training that helps them to implement strategies to support pupils' needs. In the main, the school makes appropriate adaptations to activities

so that pupils can overcome barriers to learning. Disadvantaged pupils achieve well overall. Leaders, including governors, have a sharp eye on the progress and achievement of disadvantaged pupils. They routinely evaluate the impact of additional support offered through the pupil premium funding to ensure that it makes a positive difference. When this is not the case, leaders take swift action so that pupils can succeed.

The school actively engages with parents and carers to ensure that they are fully involved in their children's learning journey. Parents are supported to reinforce learning at home and contribute to their children's wider development. This helps to strengthen the positive outcomes seen across the school. For example, the school provides phonics workshops for parents to help them to understand the school's approach to early reading.

## **Leadership and governance**

**Expected standard** ●

Leaders know the school well. They have a clear vision and ambition for all pupils. They act effectively to address weaknesses and secure improvement across the school. Governors fulfil their responsibilities to provide support and challenge to leaders. They have the knowledge that they need to gain the relevant assurances about pupils' achievement and development and how pupils are kept safe. Governors make regular checks on how leaders' vision is enacted across the school. For instance, they gather relevant examples of how some of the most recent priorities for improvement have impacted on pupils' learning.

Leaders act with pupils' best interests at heart. They take the time to know pupils and their families well. This helps them to make decisions that positively affect how pupils develop academically and personally. Leaders balance the high expectations they have for the staff team with care and consideration for their wellbeing. Staff receive the training that they need to develop in their roles. This helps them to prioritise disadvantaged pupils and those with special educational needs and/or disabilities. Staff work closely and effectively with parents and carers to ensure that the provision meets pupils' needs.

Staff feel valued and supported. There are systems in place to manage staff's workload, such as regular reviews of policies and procedures. Those at the early stages of their career value the support and guidance they receive to develop their expertise. Parents share the positive view that staff have of the school. They value how leaders communicate with them and how any small areas of concern are quickly resolved.

## **Personal development and wellbeing**

**Expected standard** ●

Pupils benefit from a well-sequenced personal development programme. This helps to build pupils' confidence, resilience and character. It extends beyond lessons into assemblies and enrichment opportunities. Pupils enjoy attending clubs that help them to develop their talents and interests, such as cookery club and arts and crafts. Pupils have opportunities to perform at large music events. They are proud to represent their school in sporting competitions. Pupils take their responsibilities as school councillors seriously. The leadership experiences that pupils hold give them an active voice in school life.

Pupils at Woodhouses School talk with maturity about fairness, democracy and respect. They show respectful attitudes towards people who are different. Pupils share their own

experiences through assemblies and themed events. They practise democracy through school elections and explain why equality and the rule of law matter.

The curriculum for relationships and health education supports pupils' understanding of healthy relationships. Pupils discuss consent, wellbeing and online safety with consideration for the views of others. They understand how to make healthy choices and where to seek help when needed. Leaders review the curriculum regularly, so it reflects pupils' needs and local context.

All pupils, including disadvantaged pupils and those with special educational needs and/or disabilities, access the full range of opportunities on offer. Leaders plan the effective pastoral support that pupils receive based on their knowledge of pupils' needs. Pupils and their families value the help that they receive and describe staff as caring and approachable.

Pupils leave the school well prepared for the next stage of education and life beyond school. They behave with integrity, respect difference and take pride in contributing to the inclusive culture that the school is fully committed to.

## **What it's like to be a pupil at this school**

Pupils are proud to attend Woodhouses Voluntary Primary School. They feel safe and well cared for. Relationships between staff and pupils are warm and friendly. Pupils are confident to share any worries they have with trusted adults. Staff are quick to listen and respond. This helps pupils to know that help is always available.

Pupils behave with respect and kindness. They move calmly around the school and treat each other with care. Staff greet pupils warmly each morning, creating a happy start to the day. Children in the early years learn how to be a good friend. They play together well, supported by their Year 6 'buddies'. Pupils learn to cooperate with others and look out for anyone who does not have a friend. Bullying is rare. Pupils trust staff to deal with any inappropriate behaviour quickly.

Pupils belong to a nurturing school community. They celebrate each other's successes when they receive 'shine awards'. Pupils understand the importance of working hard and trying their best. Staff set high expectations, and pupils rise to this challenge. They enjoy learning and are proud of their achievements. Pupils are supported well to overcome any barriers to learning. Those with special educational needs and/or disabilities access the curriculum alongside their peers. Pupils typically achieve well by the end of key stage 2.

Pupils describe the school as being 'like a big family'. They learn how to stay safe in their community, including how to protect themselves online. The curriculum supports pupils to look after their physical and mental health. Through the range of pupil leadership roles, pupils learn to take responsibility and be active members of the school community. This helps to improve their self-esteem and confidence.

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## Next steps

- Leaders should support staff to use assessment effectively to ensure that the tasks that pupils are given build on what they already know and support them to achieve as highly as they could.
  - Leaders should build on their work to strengthen pupils' progress from their starting points and raise attainment further by the end of Year 6, including as reflected in published outcomes.
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## About this inspection

The chair of the board of governors of this school is Richard Mullin.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, the deputy headteacher, the chair of governors and a representative of the local authority.

The inspectors confirmed the following information about the school:  
The school is registered as having a Church of England religious character.  
The school does not use any alternative provision.

Headteacher : Helen Woodward

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### Lead inspector:


Jane Dennis, His Majesty's Inspector

### Team inspector:

Stuart Perkins, His Majesty's Inspector

## Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 19 November 2025

## School and pupil context

## Total pupils

**134**

Below average

### What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

## School capacity

**140**

Below average

### What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

## Pupils eligible for free school meals (FSM)

**21.64%**

Close to average

### What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

## Pupils with an education, health and care (EHC) plan

**2.24%**

Close to average

### What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

## Pupils with special educational needs (SEN) support

**11.94%**

Close to average

### What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

## Location deprivation

**Below average**

### What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

## Resourced Provision or SEND Unit (if applicable)

**No resourced provision**

### What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

## All pupils' performance

### Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	65%	61%	Close to average
2024/25	67%	62%	Close to average

Year	This school	National average	Compared with national average
2023/24	72%	61%	Above
2022/23	58%	60%	Close to average

### Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	87%	74%	Above
2024/25	89%	75%	Above
2023/24	89%	74%	Above
2022/23	84%	73%	Above

### Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	85%	72%	Above
2024/25	83%	72%	Above
2023/24	89%	72%	Above
2022/23	84%	71%	Above

### Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
<b>Latest 3 year average</b>	76%	73%	Close to average
<b>2024/25</b>	72%	74%	Close to average
<b>2023/24</b>	78%	73%	Close to average
<b>2022/23</b>	79%	73%	Close to average

## Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

### Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
<b>Latest 3 year average</b>	36%	46%	Below
<b>2024/25</b>	S	47%	S
<b>2023/24</b>	33%	46%	Close to average
<b>2022/23</b>	S	44%	S

### Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
<b>Latest 3 year average</b>	86%	62%	Above
<b>2024/25</b>	S	63%	S

Year	This school	National average	Compared with national average
2023/24	83%	62%	Above
2022/23	S	60%	S

### Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	71%	59%	Above
2024/25	S	59%	S
2023/24	67%	58%	Close to average
2022/23	S	58%	S

### Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	57%	60%	Close to average
2024/25	S	61%	S
2023/24	50%	59%	Close to average
2022/23	S	59%	S

'S' in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

### Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

### Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
<b>Latest 3 year average</b>	36%	68%	-32 pp
<b>2024/25</b>	S	69%	S
<b>2023/24</b>	33%	67%	-34 pp
<b>2022/23</b>	S	66%	S

### Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
<b>Latest 3 year average</b>	86%	80%	6 pp
<b>2024/25</b>	S	81%	S
<b>2023/24</b>	83%	80%	4 pp
<b>2022/23</b>	S	78%	S

### Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	71%	78%	-6 pp
<b>2024/25</b>	S	78%	S
<b>2023/24</b>	67%	78%	-11 pp
<b>2022/23</b>	S	77%	S

### **Disadvantaged pupils reaching the expected standard in mathematics**

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	57%	80%	-23 pp
<b>2024/25</b>	S	81%	S
<b>2023/24</b>	50%	79%	-29 pp
<b>2022/23</b>	S	79%	S

'S' in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

## **Absence**

### **Overall absence**

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (1 term)	4.1%	5.1%	Below
2023/24	5.9%	5.5%	Close to average
2022/23	5.0%	5.9%	Below

## Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (1 term)	10.4%	14.3%	Below
2023/24	18.6%	14.6%	Above
2022/23	14.7%	16.2%	Close to average

## Our grades explained

### Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

### Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

### Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

### Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

### Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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