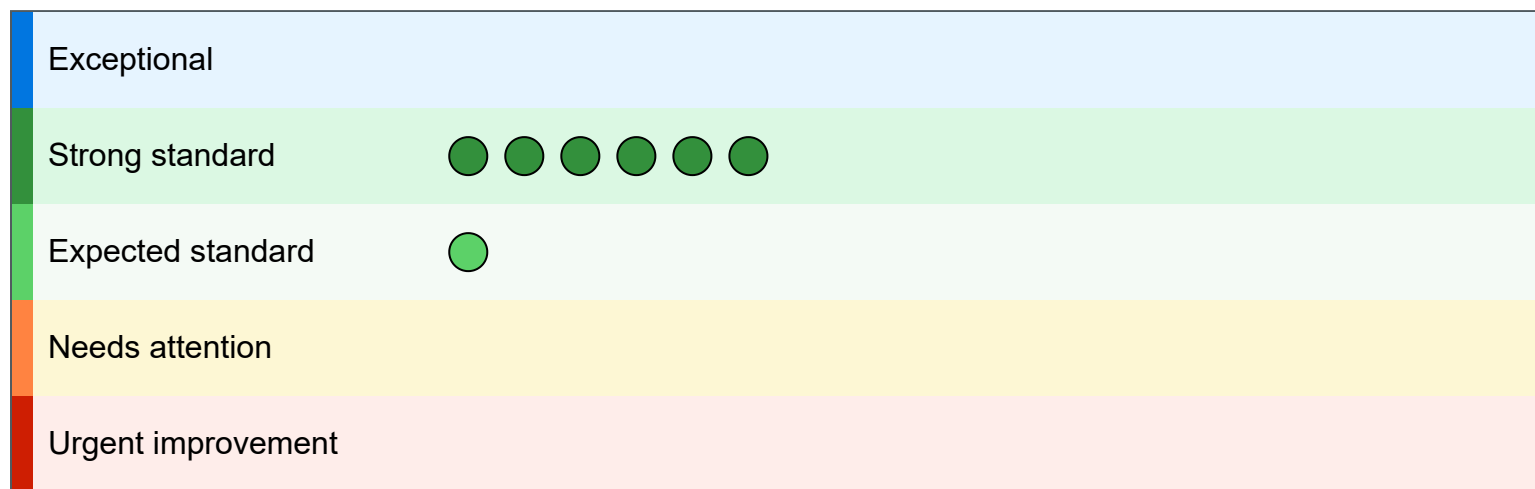


Woodsetts Primary School

Address: Wellfield Crescent, S81 8SB

Unique reference number (URN): 144323

Inspection report: 9 December 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.

Strong standard ●

Achievement

Strong standard ●

Pupils, including disadvantaged pupils and those with special educational needs and/or disabilities, achieve highly by the end of key stage 2. They develop secure knowledge and skills and produce consistently high-quality work, reflected in attainment above national averages. Staff quickly identify gaps and provide effective support, so pupils gain essential knowledge and skills for work across the curriculum.

All pupils access the same ambitious curriculum with meaningful adaptations where needed, such as simplified texts and visual aids. They acquire important knowledge across a broad range of subjects, including English and mathematics. Phonics is taught consistently well from the early years, enabling pupils to read fluently and with comprehension. Pupils develop a love of reading and enjoy a rich and diverse range of texts, which supports success across the curriculum. Pupils are very well prepared for secondary school and equipped with the knowledge and skills needed for future learning and achievement.

Attendance and behaviour

Strong standard ●

Pupils attend school well because leaders actively promote high attendance and remove barriers for families. They provide carefully considered and bespoke support for pupils, such as breakfast club, time with the school's dog, rewards and extra-curricular activities to encourage pupils to attend. When necessary, pupils and their families benefit from skilled pastoral support to ease their worries and manage their anxiety. These approaches are distinctly successful. Attendance is improving, particularly for disadvantaged pupils and pupils with special educational needs and/or disabilities.

The school environment is highly conducive to learning. Established daily routines, such as warm greetings from staff and smooth transitions into class, create a positive start to the day. These are remarkably effective in helping pupils to settle quickly and enjoy school.

Pupils are safe, behave well and show respect for others. Leaders act quickly to resolve issues, supporting pupils to make better choices. Staff receive suitable training to ensure that they manage pupils' behaviour with consistency. Leaders track patterns of behaviour to prevent problems occurring. Pupils with additional behavioural needs receive effective, tailored support. Pupils have positive attitudes towards their learning and develop effective ways to manage their emotions and behaviour. Older pupils are proud to act as role models for younger pupils.

Early years

Strong standard ●

The school offers high-quality education for early years children, ensuring an excellent start to school life. Staff work in partnership with parents and carers to ensure that children are happy and their needs are met. High aspirations for all children include a strong focus on language development. Staff model ambitious vocabulary and create a story-rich environment that helps children become articulate. Children in the Reception Year secure

phonics knowledge and develop essential reading and mathematics skills. The school's approach to early writing appropriately emphasises physical development, pencil grip and letter formation.

Staff support children's personal, social and emotional development effectively, promoting safety and happiness across the early years. Children follow clear routines and behaviour expectations well. They develop independence, share and listen with increasing confidence. Most achieve a good level of development above national averages. Staff adapt teaching flexibly to meet the needs of disadvantaged pupils and those with special educational needs and/or disabilities. They check carefully what children know and can do, providing extra teaching and support to help children catch up and keep up with the curriculum.

From the Nursery Year, children are fully included in school life, enjoying clubs and events with older pupils. These experiences, alongside the well-structured curriculum, prepare children very well for Year 1.

Inclusion

Strong standard ●

The school promotes a highly inclusive culture where every pupil thrives. Leaders identify pupils' needs and barriers to learning accurately through well-considered systems. The school gathers information from families and seeks external expertise purposefully. For example, children in the early years who need help with speech, language and communication are identified quickly and supported well by skilled staff.

Leaders have a secure understanding of the school's context and use this insight to support disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND) effectively. They allocate pupil premium funding wisely to help pupils achieve well, feel happy in school and thrive. All pupils access extra-curricular clubs and trips.

Staff receive high-quality training to identify specific learning needs and support pupils with SEND. They provide highly personalised adaptations, enabling pupils to make positive progress through the curriculum. Leaders implement well-considered strategies to improve outcomes for disadvantaged pupils and those with SEND. They respond swiftly to emerging barriers and address them with significant success. For example, pupils receive precisely tailored support for their wellbeing, which helps them to attend well and be ready to learn. Leaders work closely with parents and carers and external professionals to review and refine strategies carefully.

Leadership and governance

Strong standard ●

Leaders articulate a clear strategic vision for the school that is grounded in an accurate understanding of the school's strengths and areas for development. Leaders model professionalism and set high expectations. There is a culture of ambition and nurture that supports pupils' academic success and personal wellbeing. Staff share leaders' commitment and maintain high expectations for all pupils.

Leaders make sure their decisions are in the best interests of disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND). This ensures high-quality

education and enrichment for all pupils. Leaders foster collaboration and inclusivity, ensuring that staff, governors, pupils, parents and carers feel valued and actively involved in shaping the school's direction. Leaders have successfully created a close-knit school community. This helps pupils to thrive and enjoy school.

Leaders precisely analyse and evaluate the effectiveness of the school's provision. They act decisively to make improvements. This rigorous approach has secured pupils' high achievement and helped the school become a vital part of the local community. Leaders allocate time and resources for staff to share good practice, improve their expertise and sustain high standards.

The trust and those responsible for governance offer expertise, support and appropriate challenge to the school. Leaders give careful consideration to staff wellbeing and manageable workloads. Parents are overwhelmingly supportive of the school. Many praise the school's broad curriculum and enrichment offer and the effective support for pupils with SEND and disadvantaged pupils. Leaders at all levels are dedicated and absolutely determined to give all pupils, particularly the most vulnerable, the best chance in life.

Personal development and wellbeing

Strong standard ●

The curriculum provides pupils with a wealth of opportunities to support their personal development. This starts in the early years, where children learn how to recognise and discuss their feelings. Pupils benefit from age-appropriate relationships, sex and health education. Leaders promote equality and inclusion throughout the curriculum. Pupils show respect and care towards each other. They know that being kind is important to making effective friendships. High-quality pastoral care helps pupils to manage their worries, understand feelings and be ready to learn.

Pupils develop important life skills and participate in activities that encourage them to gain a rich set of experiences before leaving Woodsetts. Leaders enhance the curriculum with well-chosen programmes to support pupils' welfare and readiness for secondary school. From the Nursery Year upwards, an enthusiastic and determined focus on raising pupils' aspirations equips pupils well for life in modern Britain. Pupils learn about fundamental British values and diverse cultures and beliefs. They are informed about potential further education and employment options. They take pride in representing the school in village and local area events. Pupils are supported to develop the skills they need to socialise effectively and be aspirational.

Pupils learn to recognise risks and how to keep themselves safe, including online or from drugs or coercion. Leaders design trips linked to the curriculum to enrich pupils' learning and support their understanding of the wider world. For example, a recent visit to the Houses of Parliament helped older pupils learn about the democratic process. Residential outdoor adventure experiences, sports competitions and musical performances support pupils to become confident, resilient and increasingly independent.

Pupils take an active part in shaping the school's extra-curricular clubs. Leaders change these opportunities regularly in response to pupils' requests and to support pupils' talents

and interests. Leaders track closely the pupils who attend these clubs. All pupils take advantage of the range of opportunities on offer.

Expected standard

Curriculum and teaching

Expected standard 

The curriculum is ambitious and sequenced coherently so pupils build knowledge and skills progressively. Leaders set high expectations for teaching and ensure that staff are trained to deliver the curriculum effectively. Typically, staff design learning that enables pupils to secure the knowledge they need to progress through the curriculum. When necessary, extra support effectively helps pupils catch up.

Reading is the school's top priority. Staff teach phonics with precision through a well-structured programme. Staff avidly promote the joy of reading. Teaching ensures that pupils read often, with increasing fluency and enthusiasm.

Teachers check how well pupils learn and use this information to inform and adapt teaching. They make sure that pupils develop the essential mathematical and literacy knowledge they need to learn well. Disadvantaged pupils and those with special educational needs and/or disabilities receive timely support when needed to access learning effectively.

Teachers typically teach writing well, enabling pupils to become competent and fluent writers. However, at times, teachers do not use their knowledge of gaps in pupils' writing to identify precisely what pupils need to learn next and practise. As a result, a minority of pupils do not develop early writing skills as securely as they might.

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

This school is highly inclusive. Pupils flourish in its welcoming environment. From the start of the school day, staff greet pupils with genuine warmth. Soothing music and calming lighting help pupils to settle quickly to learning, focus and feel safe. From the early years upwards, staff nurture and value every child as an individual. Staff prioritise pupils' social, emotional and mental health needs and meet them well. Pupils enjoy school and attend regularly. Pupils, including disadvantaged pupils and those with special educational needs and/or disabilities, rise to meet the high expectations of staff. They consistently achieve significantly above others nationally.

The school's determined ambition for every pupil to achieve their best underpins learning across the curriculum. Leaders ensure that pupils participate fully in lessons and wider opportunities. Pupils behave very well, showing respect and kindness. Poor behaviour, including bullying, is rare and resolved quickly.

The school fosters a keen sense of community and inclusion through initiatives like 'Woodsetts Wonders' and its active role in village life. Pupils are proud of the school's role in supporting local events and working with local businesses. Staff model mutual respect and promote equality. Pupils develop a deep understanding of what these mean. Relationships between staff and pupils are warm and respectful. Pupils know who to speak to if they have worries and appreciate the high-quality pastoral care they receive. They particularly enjoy time with the school's wellbeing dog, Teddy.

Pupils benefit from a range of clubs and enrichment activities that change to nurture their talents and interests. These include computing, drama and sports. Various trips, visitors and experiences bring learning to life. The school's links with local businesses, secondary schools and universities raise pupils' aspirations and broaden their awareness of potential career choices. Pupils take responsibility through leadership roles and contribute to decision-making.

Next steps

- The school should ensure that staff use their knowledge of the gaps in pupils' writing to precisely inform the next steps for learning and practice so that pupils are well supported in the early stages of learning to write.
-

About this inspection

This school is part of White Woods Primary 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 (CEO), Kate Davies, and overseen by a board of trustees, chaired by Phil Marshall.

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 (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with members of the school's senior leadership team, designated safeguarding leads, the school's office manager, the chair of the trust board and the CEO of the trust during the inspection.

The inspectors confirmed the following information about the school:

The school does not currently make use of alternative provision.

The school provides nursery provision for children from the age of 3 years.

Headteacher: Matthew Revill

Lead inspector:

Stephanie Innes-Taylor, His Majesty's Inspector

Team inspectors:

Dughall McCormick, His Majesty's Inspector

Tracy Duffy, 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 9 December 2025

School and pupil context

Total pupils

218

Close to 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

210

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)

14.06%

Below 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

2.75%

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

15.14%

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	87%	61%	Above
2024/25	100%	62%	Above
2023/24	76%	61%	Above
2022/23	86%	60%	Above

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	90%	74%	Above
2024/25	100%	75%	Above
2023/24	84%	74%	Above
2022/23	86%	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	87%	72%	Above
2024/25	100%	72%	Above
2023/24	76%	72%	Close to average
2022/23	86%	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
Latest 3 year average	90%	73%	Above
2024/25	100%	74%	Above
2023/24	80%	73%	Close to average
2022/23	90%	73%	Above

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
Latest 3 year average	62%	46%	Above
2024/25	S	47%	S
2023/24	55%	46%	Close to average
2022/23	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
Latest 3 year average	71%	62%	Above
2024/25	S	63%	S
2023/24	73%	62%	Close to average
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	62%	59%	Close to average
2024/25	S	59%	S
2023/24	55%	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	71%	60%	Above
2024/25	S	61%	S
2023/24	64%	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
Latest 3 year average	62%	68%	-6 pp
2024/25	S	69%	S
2023/24	55%	67%	-13 pp
2022/23	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
Latest 3 year average	71%	80%	-8 pp
2024/25	S	81%	S
2023/24	73%	80%	-7 pp
2022/23	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.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	62%	78%	-16 pp
2024/25	S	78%	S
2023/24	55%	78%	-23 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23	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.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	71%	80%	-8 pp
2024/25	S	81%	S
2023/24	64%	79%	-16 pp
2022/23	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 (2 terms)	4.2%	5.2%	Below
2023/24	5.6%	5.5%	Close to average
2022/23	6.0%	5.9%	Close to average

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 (2 terms)	10.5%	13.3%	Close to average
2023/24	9.6%	14.6%	Below
2022/23	19.7%	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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