

Inspection of Woodland Primary School

Flinton Grove, Preston Road, Kingston-upon-Hull HU9 5SN

Inspection dates: 27 and 28 April 2022

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	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Leaders are ambitious. They have worked effectively to improve the school since the last inspection so that pupils now receive a good quality of education. Pupils are well supported to learn to read quickly and achieve well.

Relationships between adults and pupils are respectful. Adults know pupils well and stop to talk to them when they meet them around the school. Pupils move around the school sensibly. They are encouraged to develop good table manners in the dining hall. Pupils are not worried about bullying. They are aware that bullying can happen, but this is rare. Pupils are confident that staff would help them if they had any problems.

Pupils listen carefully to teachers and are keen to join in with class discussions. They are encouraged to be independent from an early age. Pupils take care to make sure their work is well presented. They are supportive of one another in classrooms.

Pupils enjoy taking part in a range of clubs, such as film club and gardening club. Clubs are well attended by all groups of pupils. Pupils are given the opportunity to take part in sporting activities. They compete against other schools in a variety of sporting competitions. Pupils take part in educational visits to help them learn about different subjects.

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

Leaders have developed an effective curriculum in the early years. Teachers plan carefully to build on what children already know. Children are well prepared for the next stage of their education. Adults help children to develop their language by asking them questions and explaining what new words mean. There are lots of opportunities for children to learn about the world around them. For example, they enjoyed learning about Diwali through the story of Rama and Sita.

Children begin to learn to read as soon as they start the Reception Year. Leaders have introduced a new approach to the teaching of reading. They have provided training to help staff teach reading effectively. Staff are accurate in their assessment of how pupils are getting on with their reading. They use this information to make sure that pupils who find reading difficult receive extra support. This helps them to catch up quickly. Adults encourage pupils to read at home. Pupils enjoy reading a wide range of texts.

The mathematics curriculum is well planned. This helps pupils to build on what they know and can do each year. Staff receive training to support their teaching of mathematics. Teachers make regular checks to see how well pupils are doing. They use this information to plan activities that meet the needs of the pupils. Pupils have a range of opportunities to solve problems and explain how they work things out. Teaching assistants provide pupils with clear explanations and encouragement to

help them succeed. Pupils are confident when talking about what they have learned.

Leaders have reviewed and improved the curriculum for some subjects in the wider curriculum, such as languages. Leaders have identified the most important knowledge that pupils should know and the order in which they should learn it. In these subjects, teachers follow curriculum plans closely and teach them well. As a result, pupils know more and remember more over time. In a few subjects, some of the knowledge that leaders want pupils to know is not set out quite so precisely. Leaders have plans in place to address this.

During the COVID-19 pandemic, some of the school's programme to foster pupils' personal development was suspended. Most enrichment activities, such as trips to museums, are now resuming. Pupils, including those in the early years, learn about different relationships and what is important to people of different faiths. This work is preparing pupils well for life in modern Britain.

Pupils with special educational needs and/or disabilities (SEND) are quickly identified. Leaders provide effective guidance and training to help staff to meet the needs of pupils with SEND. Some pupils visit the school's 'Hub' to receive additional support from specialist staff. As a result of this effective support, pupils with SEND achieve well.

Trust leaders and trustees share leaders' ambition to improve the quality of education. Leaders set clear priorities. They make decisions that help to bring about improvements for the pupils. Staff feel valued and supported by leaders. They are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders carry out thorough checks when appointing new staff. Leaders ensure that staff are kept up to date with important safeguarding information. Staff are confident to identify pupils who may be at risk of harm. Staff record concerns carefully. This helps them to share important information to help keep pupils safe.

Pupils receive guidance on how to keep themselves safe. They are confident when talking about how to stay safe online. Pupils say that if they are concerned, they can talk to adults who will listen and take action to help them.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, such as design technology and geography, leaders have not been precise about the disciplinary knowledge that pupils should learn. This means that teachers are not clear about this aspect of the curriculum in these

subjects. Leaders should continue with their planned work to refine the curriculum in these subjects, to ensure that staff are clear about the disciplinary knowledge that should be taught.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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	144676
Local authority	Kingston Upon Hull City Council
Inspection number	10227629
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	206
Appropriate authority	Board of trustees
Chair of trust	Graeme Brook
Headteacher	Kirsten Bradley
Website	www.woodlandprimary.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- This is a lower-than-average-sized primary school.
- The proportion of disadvantaged pupils is well above the national average.
- The proportion of pupils who speak English as an additional language is above the national average.
- The proportion of pupils identified with SEND is above the national average.
- The school is part of the Humber Education Trust.
- The school uses the Whitehouse pupil referral unit.

Information about this inspection

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

- This was the first routine inspection the school received since the CPVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors met with the headteacher, senior leaders, the designated safeguarding leader, the special educational needs coordinator and curriculum leaders. Meetings also took place with members of the teaching staff and with teaching support staff.
- Inspectors met with trust leaders and members of the governing body of the Humber Education Trust.
- Inspectors undertook deep dives in reading, mathematics, religious education, and geography. For each deep dive, the inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- An inspector reviewed documents relating to safeguarding, including records on the school's recording system and the single central record.
- Inspectors met with staff to discuss the training they have received, how leaders support them and how workload is managed.
- There were no responses to Ofsted's questionnaire for parents, Parent View. Inspectors took into account the responses to Ofsted's online questionnaire for staff. Inspectors spoke to parents in the playground.

Inspection team

Jaimie Holbrook, lead inspector

Ofsted Inspector

Dimitris Spiliotis

Ofsted Inspector

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