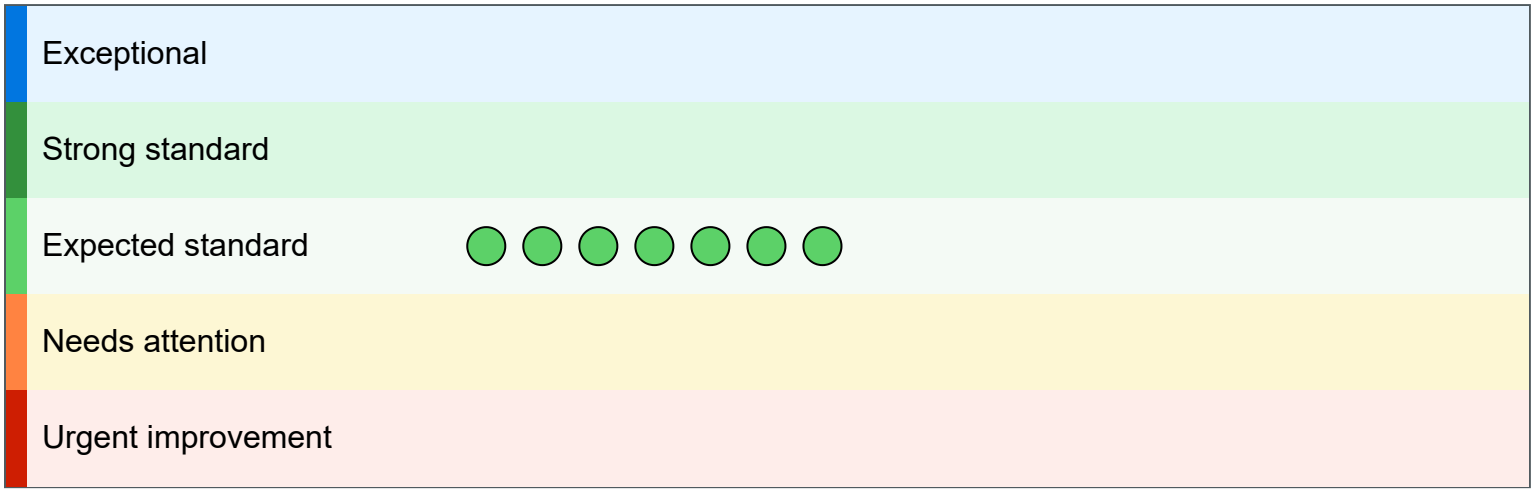
Woodland Primary School

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

Unique reference number (URN): 144676

Inspection report: 22 September 2026



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

Pupils make progress across the curriculum from their starting points, including pupils with special educational needs and/or disabilities. They can talk about their learning and generally make links to prior knowledge. Pupils develop knowledge sequentially across the curriculum.

Younger pupils successfully use and apply their phonics knowledge. As a result, the proportion of pupils who meet the expected standard in the Year 1 phonics check is close to average. Younger pupils generally secure basic skills and knowledge well. However, some older pupils' handwriting is not yet fluent, which affects the quality of their written work. Outcomes in national tests are broadly in line with national averages for reading, writing and mathematics. Outcomes for disadvantaged pupils are positive. Their attainment and progress compare favourably with other disadvantaged pupils nationally across reading, writing and mathematics. Generally, pupils are well prepared for the next steps in their education.

Attendance and behaviour

Expected standard

Leaders prioritise regular attendance. They have established robust systems to closely monitor patterns. Current attendance is around national figures. Disadvantaged pupils and those with additional needs generally attend regularly. Persistent absence has reduced for all pupils. Leaders work collaboratively with families, enabling them to offer support that removes barriers to attendance effectively. Leaders review attendance information frequently and act quickly when concerns arise. Clear communication with parents and carers reinforces the importance of regular attendance.

Behaviour is generally calm and purposeful. In lessons, pupils show positive attitudes to their learning and cooperate well with each other. Staff apply the behaviour policy consistently. During social times, pupils play together happily and enjoy the wide range of activities on offer. Pupils enjoy receiving rewards for following the school rules and upholding the school’s values. Some pupils require additional support to manage their emotions effectively. Staff are well trained to support these pupils quickly. Pupils say bullying happens rarely at the school, and if an incident occurs, they know an adult will listen and deal with it swiftly. Leaders do not tolerate poor behaviour or bullying.

Curriculum and teaching

Expected standard

The school has a broad and ambitious curriculum. It supports pupils in building on their prior knowledge. The school shares teaching approaches ‘the Woodland way’, which helps pupils learn successfully. Generally, teachers use questioning well to help pupils to make links with prior learning. Teachers typically deliver the curriculum as leaders intend. Leaders have worked closely with the trust to review practice and put training in place to further develop the quality of teaching.

Teachers generally teach the curriculum well. They are skilled at adapting their approach to ensure all pupils, including those with special educational needs and/or disabilities and other barriers, can access learning alongside their peers. Regular practice of arithmetic and times tables improves mathematical fluency, meaning that older pupils can typically solve more complex mathematical problems. Younger pupils develop phonics skills that help them become confident readers as they progress through the school. Leaders have focused on writing, which has helped younger pupils develop a secure pencil grip and a fluent handwriting style. However, this impact is not yet evident for some older pupils. Consequently, errors in letter formation remain in some pupils' work.

Early years

Expected standard

Children settle quickly into the routines of the early years provision. They access both the indoor and outdoor areas calmly and purposefully. Relationships with staff are warm and caring. Staff get to know children and their families well before they join the setting. This helps leaders identify which children may need additional support to overcome barriers to their learning and/or wellbeing.

Leaders have developed a well-sequenced, carefully thought-out early years curriculum. Staff rightly prioritise speech and language development in the early years, through singing songs and rhymes and retelling stories. Children learn how to read through daily phonics lessons where they practise saying sounds matched to letters. Daily activities allow children opportunities to practise mark making and early writing. Adults support children in developing a correct pencil grip. Early mathematical skills are introduced through practical tasks. Staff carefully check what children can do and adapt activities if needed. This helps all children, including those with special educational needs and/or disabilities, learn effectively. As a result, most children are ready for the transition to Year 1.

Inclusion

Expected standard

Leaders ensure that the school is a welcoming and supportive place for all pupils. They swiftly and effectively identify barriers to learning and/or wellbeing through careful transition before children start school. This ensures that pupils are well supported and feel a sense of belonging as soon as they begin at Woodland Primary School. Staff work closely with leaders to develop individual plans and ensure that pupils receive the help they need.

Effective use of classroom adaptations and support helps many pupils, including pupils with special educational needs and/or disabilities, to access the curriculum effectively. The school's 'nest' provision offers a calm, nurturing atmosphere that allows some pupils to access carefully planned learning matched to their individual needs. Leaders use additional funding purposefully to ensure disadvantaged pupils are fully involved in everything the school offers.

Leaders and staff know pupils well, particularly those who require additional support. They work effectively with families and external professionals to ensure that pupils receive help in a timely manner. Leaders use alternative provision effectively and appropriately. Pupils

benefit from effective wellbeing support. As a result, the barriers that many pupils face reduce over time.

Leadership and governance

Expected standard

Leaders have high expectations and a clear, strategic vision for the school. They work well together in partnership. Leaders understand the school's strengths and correctly identify and prioritise actions for further improvement. They make decisions with inclusion at the forefront of their minds, ensuring that pupils with additional barriers are considered and well supported. Leaders check on current priorities often by talking to pupils, visiting lessons and looking at work. They share information, support each other and monitor the impact of their work. Leaders have identified the right priorities, but some recent actions, such as improving older pupils' handwriting, have not yet had their full impact.

Most parents and carers have a positive view of the school. They appreciate the relationships they have with school staff and the support offered to them. Leaders have worked to develop positive partnerships with external agencies and within the local community. This ensures pupils and families receive appropriate, timely support.

Leaders work with other schools to share ideas and strengthen their practice. Governors and trustees bring a wide range of local knowledge and experience to their role. They have a clear understanding of the school and focus on improving outcomes for all pupils regardless of their barriers to learning. Governors and trustees provide the right balance of support and challenge and fulfil their statutory duties.

Staff feel well supported by leaders. They appreciate the opportunities to develop their skills and gain qualifications to strengthen their practice. They say that leaders are supportive and always take workload and wellbeing into account.

Personal development and wellbeing

Expected standard

The school has a well-considered personal development programme with inclusivity at its heart. When necessary, the delivery of the personal development programme is adapted so that pupils with special educational needs and/or disabilities (SEND) can access it. Pupils access the personal development programme through taught lessons, assemblies, trips and visits, and through additional enrichment opportunities. Through the taught curriculum, pupils develop their knowledge of topics such as healthy lifestyles, online safety and age-appropriate relationships education. However, pupils' understanding and knowledge of fundamental British values and different religions are less secure. This means that pupils are not consistently as well prepared for life in modern Britain as they could be.

Woodland Primary School has well-developed pastoral support. Staff work sensitively with pupils and families to offer a range of support. This aspect of the school's work is highly successful. Leaders carefully check that this support is helping pupils. Pupils know where to turn when they need help. They know they have trusted adults in school whom they can turn to if they are feeling worried or upset. Pupils feel valued and well supported in an inclusive and caring environment.

The school offers a wide range of leadership opportunities, such as school councillors, playground helpers and reading ambassadors. Pupils are rightly proud of these roles and how they contribute to their school community. Leaders have planned an increasingly broad range of extra-curricular activities to develop pupils' interests and nurture their talents. The gardening club and a rugby club run with a local professional team are extremely popular. Leaders ensure that pupils with SEND and disadvantaged pupils benefit from the school's enrichment experiences by carefully analysing and removing barriers to participation.

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

Pupils are proud to belong to this caring and nurturing school community. They develop warm relationships with adults who know them, their families and their individual needs well. Pupils enjoy coming to school and leaders work carefully with families to support regular attendance. Pupils say that there is always someone to talk to if they have a problem or a worry. This helps them feel safe and valued.

Pupils generally behave well and uphold the high expectations that staff have of them during lessons and social times. They try to show the school values of respect, community and ambition in everything that they do. Right from the start of their time in the early years, children learn to work and play together harmoniously. At social times, pupils enjoy playing together and appreciate the well-organised, well-resourced outdoor areas available to them. Activities are carefully organised to ensure that all pupils get chances to play together fairly. Older pupils have jobs such as in 'the caring crew', where they offer support and a 'buddy' to the youngest pupils during lunchtimes. This ensures that all pupils feel part of the school community.

Pupils benefit from a carefully thought-out range of experiences that extend beyond the classroom. They speak enthusiastically about the trips and experiences offered to them, such as a train journey to London and the chance to perform for audiences during school productions. Older pupils speak with enthusiasm about opportunities to attend residential visits that help them develop life skills, confidence and independence.

This is an inclusive school. Leaders work to actively reduce barriers to pupils' learning or wellbeing. As a result of this, pupils, including those with special educational needs and/or disabilities, make progress from their starting points and are generally well prepared for the next stage of their education.

Next steps

- Leaders should ensure that teachers use their checks on learning to identify and address errors in older pupils' handwriting, so that pupils' written work is fluent and accurate.
- Leaders should ensure that pupils develop a deeper understanding of fundamental British values and a range of world religions, so that they are well prepared for life in modern Britain.

About this inspection

This school is part of the Humber Education 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), Rachel Wilkes, and overseen by a board of trustees, chaired by Gavin Barley.

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

This inspection took place on 22 and 23 September 2026.

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 school leaders, the trust CEO and the deputy CEO, members of the trust board and members of the local governing board. They held meetings with the headteacher, school leaders, teachers and pupils. They looked at pupils' work and books. They also talked to pupils, parents and staff to gather information about school life.

The inspectors confirmed the following information about the school:

The school currently makes use of one alternative provision.

The school has undergone significant leadership changes since the last inspection.

Headteacher: Simon Harris

Lead inspector:
Kim Bradshaw, His Majesty's Inspector

Team inspectors:
Rebecca Clayton, Ofsted Inspector
Alison Oxtoby, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 22 September 2026

School and pupil context

Total pupils

191
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: 268

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)

64.53%
Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

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

5.24%
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: 4.1%

Pupils with special educational needs (SEN) support

19.90%

Above average

What does this mean?

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

National average: 15%

Location deprivation

Well above 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	57%	61%	Close to average
2024/25 (final)	58%	62%	Close to average
2023/24 (final)	62%	61%	Close to average

Year	This school	National average	Compared with national average
2022/23 (final)	52%	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	65%	74%	Below
2024/25 (final)	58%	75%	Below
2023/24 (final)	72%	74%	Close to average
2022/23 (final)	65%	73%	Below

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	77%	72%	Close to average
2024/25 (final)	79%	72%	Above
2023/24 (final)	76%	72%	Close to average
2022/23 (final)	77%	71%	Close to average

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	70%	73%	Close to average
2024/25 (final)	71%	74%	Close to average
2023/24 (final)	76%	73%	Close to average
2022/23 (final)	65%	73%	Below

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	55%	46%	Above
2024/25 (final)	59%	47%	Close to average
2023/24 (final)	61%	46%	Above
2022/23 (final)	48%	44%	Close to average

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	67%	62%	Close to average
2024/25 (final)	59%	63%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	78%	62%	Above
2022/23 (final)	64%	60%	Close to average

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	75%	59%	Above
2024/25 (final)	71%	59%	Close to average
2023/24 (final)	78%	58%	Above
2022/23 (final)	76%	58%	Above

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	67%	60%	Close to average
2024/25 (final)	65%	61%	Close to average
2023/24 (final)	72%	59%	Above
2022/23 (final)	64%	59%	Close to average

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	55%	68%	-13 pp
2024/25 (final)	59%	69%	-10 pp
2023/24 (final)	61%	67%	-6 pp
2022/23 (final)	48%	66%	-18 pp

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	67%	80%	-13 pp
2024/25 (final)	59%	81%	-22 pp
2023/24 (final)	78%	80%	-2 pp
2022/23 (final)	64%	78%	-14 pp

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	75%	78%	-3 pp
2024/25 (final)	71%	78%	-8 pp
2023/24 (final)	78%	78%	0 pp
2022/23 (final)	76%	77%	-1 pp

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	67%	80%	-13 pp
2024/25 (final)	65%	81%	-16 pp
2023/24 (final)	72%	79%	-7 pp
2022/23 (final)	64%	79%	-15 pp

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 (3 term)	5.5%	5.2%	Close to average
2023/24 (3 term)	5.8%	5.5%	Close to average
2022/23 (3 term)	6.1%	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 (3 term)	13.8%	13.0%	Close to average
2023/24 (3 term)	20.1%	14.6%	Above
2022/23 (3 term)	19.8%	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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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