

# Inspection of Woodlands Primary School

Sundridge Park, Yate, Bristol, South Gloucestershire BS37 4HB

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Inspection dates: 25 and 26 January 2024

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Rachel Dean. This school is part of Greenshaw Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, William Smith, and overseen by a board of trustees, chaired by Anne Spackman.

## **What is it like to attend this school?**

Pupils are proud to attend Woodlands Primary School. The school has a culture based on nurture and inclusion. Staff have an astute awareness of the needs of the local community and strive to meet these. Pupils are compassionate towards others. They attend well and are safe. If they have any worries, they have trusted adults who help them.

Pupils value the rewards they receive for their conduct and learning. The school supports pupils to develop the 'Woodland's character.' Pupils are polite and engaging. The school environment is calm and focused. Beyond the classroom, pupils socialise well. They have a mature understanding of why it is important to treat everyone fairly.

Staff have high aspirations for all pupils. They ensure there is equality of opportunity for all to participate in the enrichment activities on offer. The school provides opportunities for pupils to find out about future occupations. For example, pupils attend careers fairs hosted by the school. They learn about employment opportunities in science and technology. Pupils develop confidence and independence through positions of responsibility. These include being school councillors, peer mentors and climate change challengers.

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

The school has designed the 'Million Dreams' curriculum for all pupils. It is relevant and ambitious and builds from Nursery onwards. Important subject knowledge is broken down into digestible chunks. This helps pupils to learn new information. As a result, pupils build knowledge over time and make progress through the curriculum. Pupils revisit learning regularly and apply what they know. Staff ensure that pupils understand subject-specific vocabulary. For example, in science, pupils talk with understanding about the permeability of some rocks.

In a few subjects, the school has not outlined precisely what it is that pupils need to know. This means pupils do not build on their previous learning. In addition, the school has not yet refined how it checks what pupils remember. As a result, misconceptions or gaps in knowledge are not always identified.

Staff identify quickly when pupils have special educational needs and/or disabilities (SEND). The school makes adaptations when necessary. This does not detract from pupils learning essential curriculum content. A small number of pupils with SEND follow a curriculum that is tailored to their needs. The school is highly inclusive. Staff work with external agencies to provide additional support for pupils. Consequently, pupils with SEND progress successfully and participate fully in school life.

Children get off to a flying start in Nursery. Staff understand the needs of children well. Children develop resilience and independence through everyday tasks. These include putting on their own coats and wellingtons. Children develop important

language and communication skills through, for example, singing rhymes and songs. This helps to prepare them for learning how to read.

Children learn to read as soon as they begin Reception. Books match the sounds they know. Staff support children who fall behind to catch up quickly. As a result, pupils gain the knowledge and skills they need to become fluent and confident readers. In all year groups, pupils read each day. They are enthusiastic about the books they have read and are eager to make recommendations to others.

The school has thought carefully about how to support pupils' personal development. Pupils understand the importance of exercise and a balanced diet. They develop a rich cultural understanding through visits to places of interest, such as Hampton Court Palace. Planned opportunities within the curriculum mean that pupils appreciate equality and diversity. Through such experiences, pupils build a deep understanding of life in modern Britain. They have a secure knowledge of the fundamental British values and protected characteristics. They value others' opinions and beliefs.

The trust and local governors are knowledgeable about the context of the school. They ensure that all pupils receive the best possible education. Staff appreciate the consideration that is given to their workload and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In a few subjects, leaders have not outlined precisely the content of the curriculum or the sequence in which it is taught. As a result, pupils do not build confidently on what they already know or prepare for what comes next. The school should ensure that all subjects are sequenced in a way that supports pupils to build up their knowledge over time.
- In some subjects, the use of assessment is not as well developed as it is in others. Therefore, staff do not always identify where pupils have developed misconceptions or have gaps in their knowledge. The school needs to ensure that it accurately highlights gaps in pupils' understanding so that these can be remedied.

## **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

<b>Unique reference number</b>	147311
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	10298083
<b>Type of school</b>	Primary
<b>School category</b>	Academy special sponsor-led
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	476
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Anne Spackman
<b>CEO</b>	William Smith
<b>Headteacher</b>	Rachel Dean
<b>Website</b>	<a href="http://www.woodlandsprimaryyate.co.uk">www.woodlandsprimaryyate.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Woodlands Primary School has a specially resourced provision to support pupils with SEND.
- The school uses one alternative provider.
- There is an on-site breakfast club and after-school club.

## 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.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- 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 carried out deep dives in early reading, mathematics, art and geography. For each deep dive, the inspectors discussed the curriculum with teachers, visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors observed pupils' behaviour in lessons and around the school site.
- The inspectors gathered parents' views by considering the responses to Ofsted's online survey, Ofsted Parent View, and by talking to parents before and after school. The inspectors also evaluated responses to Ofsted's staff and pupil surveys.

### **Inspection team**

Liz Geller, lead inspector

His Majesty's Inspector

Helen Torrance

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