

# Inspection of Woodside Green, A Share Primary Academy

Main Avenue, Cowlersley, Huddersfield, West Yorkshire HD4 5US

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Inspection dates: 14 and 15 September 2022

## **Overall effectiveness**

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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	Requires improvement

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

Woodside Green is a safe and happy community. Pupils learn well and enjoy coming to school. Staff have high expectations of pupils. Pupils with special educational needs and/or disabilities (SEND) are supported well, including those with complex needs. Children in Nursery and Reception are well cared for. They are ready for the demands of Year 1.

The school motto, 'ready, respectful, safe', underpins pupils' positive attitudes and behaviour. Bullying is extremely rare. Staff are highly effective in resolving pupils' problems. Good manners are embedded. Pupils treat each other, staff and visitors with respect. Lessons are calm and purposeful. Staff make sure pupils are attentive and stay on track.

A range of clubs is available to pupils. The multi-skills club is especially popular. This club provides opportunities for pupils to develop movement and balance skills, which further enhances their learning of the physical education curriculum. Pupils also have opportunities to go on residential trips and visits. Leaders plan these activities with care so that they support pupils in learning the curriculum. Leaders have created 'ambassador booklets' to help pupils build social and emotional skills. The booklets provide tasks for pupils to complete at home. They are highly effective in building pupils' self-esteem

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

Leaders have developed an ambitious curriculum. Teachers re-visit important knowledge to help pupils remember what they learn. Teachers set work that ensures pupils secure the basics and develop deeper understanding of the subjects they learn. In most subjects, the curriculum is well established. However, in a small number of subjects, such as French, the curriculum is very new. Pupils do not learn as well in these subjects. Teachers usually know exactly what pupils need to learn. They address misconceptions and fill gaps pupils have in their knowledge. Occasionally, the knowledge pupils need to help them develop new skills is not broken down in enough detail. Leaders are working to improve this so that teachers are consistently clear about what pupils need to learn.

Leaders prioritise reading. Staff are well trained to help children learn to read quickly. Against the backdrop of COVID-19, some pupils are still catching up with their reading. Leaders consider how pupils are grouped to make sure pupils' needs are met.

Children in the early years are nurtured and learn well. Staff are very knowledgeable. A strong curriculum is in place. The teacher-led sessions are supported by well-planned activities that further develop children's learning. Leaders have carefully planned a curriculum that supports the children's social and emotional development, as well as their academic learning. There are clear routines in place

that help pupils to feel safe. As a result of skilful adult interactions and communication opportunities, children develop the language and social skills they need.

Pupils with SEND are well supported. Teachers adapt the curriculum where it is needed to ensure that all pupils achieve the best outcomes. Some pupils have a high level of need. They get the right support. All pupils are included in the life of the school and are made to feel welcome. Pupils who sometimes struggle to manage feelings are supported effectively. Staff manage this positively. They quickly and calmly get things back on track.

Leaders and staff have greatly improved the school by working so well together. Trustees provide frequent opportunities for staff training and development. Staff learn from each other and from staff at other schools within the trust. They share planning and resources. This helps to reduce teacher workload. Staff morale is extremely high. They look forward to coming to school.

Pupils are prepared for life in modern Britain. They learn about other cultures and faiths. They know how to stay safe, including online. Pupils understand that there are lots of different types of families. They embody the British values of respect and tolerance. Pupils are proud of themselves and of their school. They cope well with new experiences, such as reading aloud to inspectors. During the inspection, Reception children enjoyed learning French for the first time.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders work well with local families, which helps them to keep pupils safe. Parents and staff work together to look after children who need support. Leaders make timely referrals for external help, for example from social services, where needed.

Staff are proactive in keeping pupils safe. They know about the range of potential risks to children. Staff know pupils well. Pupils are comfortable to tell staff about any worries they have. They feel safe and they are safe.

Recruitment checks are carried out to ensure all staff are appropriately vetted before they start to work at the school.

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

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

- In some subjects, such as French, the curriculum is not embedded. Pupils do not learn as well in these subjects. Leaders should ensure that they continue to embed the new curriculum so that all subjects are consistently strong.

- Occasionally, the knowledge that underpins the skills pupils learn is not broken down sufficiently well. Some teachers are not clear what knowledge pupils need to learn first, so that pupils develop these skills. Leaders should ensure that teachers know precisely what knowledge pupils should learn when they are developing a new skill.

## 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](#)' 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

<b>Unique reference number</b>	142574
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	10241159
<b>Type of school</b>	Primary
<b>School category</b>	Academy 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>	135
<b>Appropriate authority</b>	Board of trustees
<b>Chair</b>	Andrew Kent
<b>Headteacher</b>	Andrew Quinn
<b>Website</b>	<a href="http://www.woodsidegreenprimary.org.uk/">www.woodsidegreenprimary.org.uk/</a>
<b>Date of previous inspection</b>	23 and 24 January 2019, under section 5 of the Education Act 2005

## Information about this school

- The proportion of disadvantaged pupils eligible for additional government funding is well above average.
- The school does not make use of alternative provision.
- The school has a nursery provision. It caters for children from age three.

## Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The lead inspector held several meetings with the headteacher during the inspection.
- The lead inspector met with a trustee and the CEO.

- Deep dives were carried out in these subjects: early reading, mathematics, history and French. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and, where appropriate, looked at samples of pupils' work.
- An inspector observed pupils reading to a familiar adult.
- Inspectors spoke to pupils formally and informally about their learning and experiences at school.
- Safeguarding documentation and records for behaviour and attendance were checked.
- An inspector spoke with some parents at the start of the school day. Inspectors also reviewed the 10 responses received through the Ofsted online questionnaire, Parent View, including nine free-text responses. Inspectors also considered the 14 responses received through Ofsted's staff questionnaire.
- Inspectors observed pupils' behaviour throughout the school day, including during lesson visits and at breaktimes and lunchtimes. The inspector spoke to groups of pupils about their views on behaviour and the wider experiences they receive at school.

### **Inspection team**

Zoe Helman, lead inspector

Her Majesty's Inspector

Angela Spencer-Brooke

Ofsted Inspector

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