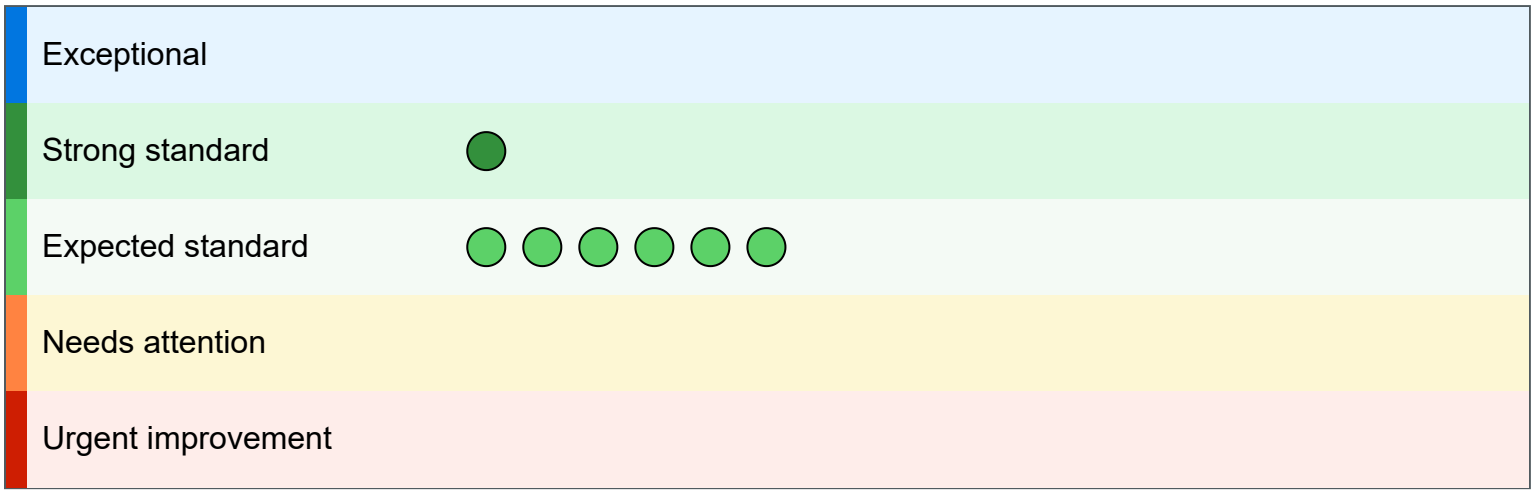
Woodside Green, A Share Primary Academy

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

Unique reference number (URN): 142574

Inspection report: 6 October 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.

Strong standard

Inclusion

Strong standard

Woodside Green is an inclusive school. Leaders have established a positive culture of inclusion where pupils with special educational needs and/or disabilities (SEND) and those who are disadvantaged are valued and supported to succeed.

Leaders ensure that staff get to know pupils quickly from the beginning of their time at the school. They identify pupils' barriers to learning and development. Leaders ensure that the support pupils receive is timely and appropriate to their needs. Leaders work in partnership with families and external agencies to best meet pupils' needs. This inclusive approach, combined with high-quality pastoral support, enables pupils to benefit from the school's provision.

Leaders provide regular opportunities for staff to develop their knowledge and understanding of supporting pupils with SEND. This is underpinned by current research. Staff skilfully support pupils to develop confidence and independence in their learning. Pupils with SEND and those who are disadvantaged are fully included in school life. Leaders meticulously check that pupils with barriers are supported well to access their learning and adjust provision when needed. Leaders use additional funding received to support disadvantaged pupils wisely. This inclusive approach ensures that pupils who are disadvantaged and pupils with SEND make positive progress from their starting points.

Expected standard

Achievement

Expected standard

Pupils, including those who are disadvantaged and those with special educational needs and/or disabilities (SEND), generally achieve well. They talk confidently and articulately about their learning. Pupils build on previously learned knowledge in lessons. Leaders prioritise the basic skills of reading, writing, mathematics and language development from the early years. These are generally well developed throughout school. Thorough checks on learning ensure that teachers precisely target any gaps in pupils' skills and knowledge.

While published outcomes are generally around national averages for writing and mathematics at the end of key stage 2, this is not always the case for reading. Leaders are aware of this and are prioritising the development of reading throughout school. This is having a positive impact. Pupils with SEND and those who are disadvantaged are supported to make positive progress from their starting points. This is through rigorous tracking and responsive interventions.

Attendance and behaviour

Expected standard

Leaders prioritise building positive relationships with pupils and their families. This is especially important for pupils who arrive mid-year from other schools. Leaders have

established a positive culture in which strong relationships and consistent systems ensure that pupils attend regularly and behave well. Pupils want to come to school because they feel happy and safe. Attendance is generally around national averages for all pupils, including for those with special educational needs and/or disabilities and those who are disadvantaged. Leaders are relentless in their high expectations. They robustly monitor attendance and look for patterns and trends. Leaders know their families well. They identify attendance concerns quickly, and timely engagement with parents and carers ensures that they are addressed swiftly.

Pupils generally demonstrate positive attitudes to learning. The start and end of the school day are calm and orderly, and pupils move sensibly between lessons. Relationships between adults and pupils are a strength. Pupils report that bullying is rare, but have confidence that adults would deal with concerns effectively if they were to occur. Classroom behaviour is generally positive. Where behaviour is most effective, pupils are engaged, respond well to purposeful questioning and demonstrate mature learning behaviours.

Curriculum and teaching

Expected standard

Leaders instil a culture of high expectations and relentless routines to support pupils to learn well. Leaders have developed the school's curriculum well. It is broad and ambitious and reflects the context of the school. The curriculum is generally well sequenced. Staff make regular checks on pupils' understanding and monitor progress closely. However, leaders' high expectations of teaching and learning are not always consistently implemented across all classes in all subjects.

Teachers adhere to the school's chosen phonics programme. They provide targeted interventions to ensure that pupils make positive progress. This ensures that pupils build the skills they need for early reading. The development of reading throughout the school has been a priority in recent times. This is having a positive impact on older pupils' fluency and comprehension skills. Leaders prioritise the basic skills of letter formation and spelling from the early years. This is generally secure across school.

Leaders adapt the curriculum for pupils with special educational needs and/or disabilities so that they can access the curriculum alongside their peers. Adults provide effective support, and precise and individual adaptations enable pupils to access learning successfully. Most pupils engage effectively in lessons.

Early years

Expected standard

Staff in the early years develop positive and nurturing relationships with children. This allows children to feel happy and settle quickly. Staff support children to develop independence and positive attitudes towards their learning. They tailor the indoor and outdoor environments to the children's needs and interests well. This means that children generally sustain attention when playing.

Leaders have established a clear and coherent early years curriculum. It is carefully designed to provide progression from the Nursery Year to Reception Year and then into Year 1. Leaders prioritise early reading, writing and mathematics skills. This is achieved through

both taught sessions and opportunities for children to consolidate their learning in provision areas. Children enjoy exploring the different areas of the classroom and the outdoors with independence.

Leaders carry out checks as soon as children join the early years. Leaders use this information to shape provision and provide early support for those who need it most, including those with special educational needs and/or disabilities and those who are disadvantaged. Staff generally use high-quality interactions within the provision to extend children's thinking and articulate their ideas. However, the quality of the interactions could be strengthened further to accelerate progress.

Leaders prioritise strong foundations for future learning, and children achieve well. Children are generally ready for their next stage of learning by the end of the Reception Year.

Leadership and governance

Expected standard

Leaders are proud to serve the pupils of Woodside Green. They have established a safe, welcoming and inclusive school community. Pupils, families and staff feel valued. Leaders' decisions are in the best interests of pupils. They know their pupils and families well, as well as the community they serve. Parents feel confident that their children are happy, safe and well supported. They value the approachable and supportive nature of leaders and staff. Leaders are aware of the school's strengths and areas for development. Leaders have created and consistently implement clear systems and processes. These contribute to a calm, purposeful and positive school environment.

Leaders demonstrate a commitment to staff development and wellbeing. Staff feel proud to work at the school and feel supported in their roles. They are well trained to meet the needs of the pupils. Staff feel that leaders are mindful of their wellbeing and workload. Leaders provide hands-on coaching, quality assurance and personalised professional development for staff.

The trust board sets a vision, which is then personalised to the context of the school. Trustees and local governors share high expectations and ambitions for the pupils of the school. They are aware of their statutory duties and carry them out well. Governance oversight provides robust support and challenge, ensuring that leaders are held accountable for the quality of education in school. Governors are proactive in their roles and complete visits to school to check on different aspects of the school's work.

Personal development and wellbeing

Expected standard

Pastoral support for pupils and their families is well-embedded. This is particularly evident for those pupils who join mid-year from other schools. Leaders work with families to carefully plan transitions into school. This ensures the greatest chance of success. Leaders use effective systems to ensure that pupils receive pastoral support if they need it. They intervene early to remove any barriers to wellbeing.

Pupils are confident, enthusiastic and articulate. They are proud of their school. Pupils thrive with some leadership opportunities, such as play leaders or values ambassadors. These

foster a sense of responsibility and develop resilience. Pupils feel valued, respected and cared for. They cooperate well with one another and have a clear understanding of rules, boundaries and expectations.

Leaders have developed a well-structured personal development offer that supports pupils' wellbeing. The personal, social and health education curriculum teaches pupils how to keep safe, including online. Pupils have a secure understanding of different faiths and cultures. They understand about the fundamental British values and can link them to their own learning. Older pupils speak maturely about different feelings and emotions. They demonstrate understanding of appropriate ways to manage some of these big feelings.

Leaders promote personal development through a selection of well-considered experiences that support pupils' confidence, aspirations and sense of belonging. Clubs, trips and visits are used well to support learning, for example when pupils visit a Viking museum. Pupils speak confidently about the opportunities available to them. They are especially excited about residential visits. These experiences are well utilised to broaden pupils' horizons and enable them to become active and responsible citizens. Leaders track participation of the wider offer and target children who may benefit, such as those who are disadvantaged or who have special educational needs and/or disabilities. This means that all pupils benefit from this offer.

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

Woodside Green is an inclusive school in the heart of the community. Pupils are proud of their school and enjoy being there. Pupils develop into confident and articulate young people as they progress through the school. Leaders have established a culture that successfully builds positive relationships between staff, pupils and their families. This is crucial to each pupil's success and fosters a sense of belonging and community. Most pupils attend school regularly. This helps them to form strong bonds with their peers and adults in school. This then develops confidence and resilience. Pupils participate in different clubs and extra-curricular activities. This allows pupils to develop their talents and interests. These wider experiences are an entitlement for all pupils.

Pupils' behaviour around school is calm and purposeful. Well-established routines support pupils when moving around the school. Pupils usually make the right choices in their behaviour and are well supported if this is not the case. Bullying is rare. Pupils trust that staff will deal with it if it did happen. At social times, pupils play happily with one another. Pupil playleaders and skilled staff facilitate games well. This means that no-one is left out and that pupils are supported in their play.

In lessons, most pupils behave well. This is because they are keen and eager to learn. Most pupils enjoy learning and take pride in their work. Pupils benefit from a well-structured curriculum, which is supplemented by visits to places of interest. Staff know pupils well and understand any difficulties they may face. They identify gaps in pupils' learning and ensure that these are picked up quickly. As a result, pupils generally make positive progress. This

includes pupils with special educational needs and/or disabilities and those who are disadvantaged. Pupils are generally well prepared for the next stage in their education.

Next steps

- Leaders should continue to drive up standards of attainment, including for disadvantaged pupils, so that their outcomes in national tests at the end of key stage 2 are more in line with their peers nationally, particularly in reading.
- Leaders should continue to strengthen the consistency in teaching and high expectations across the school, so that all staff teach the curriculum effectively and pupils build their knowledge securely and achieve consistently well over time.
- In the early years, leaders should continue to improve the quality of adult-child interactions, proactively seeking out children who engage less readily, so that staff consistently maximise the opportunities to develop children's language and communication and move learning on.

About this inspection

This school is part of The Share Multi-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), John McNally, and overseen by a board of trustees, chaired by Daniel Quinn. The executive headteacher is Lauren McCaffrey.

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

This inspection took place on 6 and 7 October 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 the headteacher and other senior leaders during the inspection. They also met with members of the trust board and local governing board, as well as the CEO. Inspectors spoke with some pupils, staff and parents and carers.

The inspectors confirmed the following information about the school:

The school makes use of one alternative provision, which is unregistered.

Headteacher: Andrew Quinn

Lead inspector:
Lorraine Bamforth, His Majesty's Inspector

Team inspectors:
Lauren Watson, Ofsted Inspector
Michele Nott, 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 6 October 2026

School and pupil context

Total pupils

166
Below 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

330
Close to 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)

40.38%
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

3.61%
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

21.69%
Above average

What does this mean?

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

National average: 15%

Location deprivation

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	43%	62%	Below
2023/24 (final)	42%	61%	Below

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	57%	75%	Below
2023/24 (final)	53%	74%	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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	74%	72%	Close to average
2023/24 (final)	74%	72%	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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	65%	74%	Below
2023/24 (final)	84%	73%	Above

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	21%	47%	Below
2023/24 (final)	18%	46%	Below

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	36%	63%	Below
2023/24 (final)	18%	62%	Below

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	R	R	R
2025/26 (provisional)	R	R	R

Year	This school	National average	Compared with national average
2024/25 (final)	64%	59%	Close to average
2023/24 (final)	64%	58%	Close to average

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	57%	61%	Close to average
2023/24 (final)	82%	59%	Above

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	21%	69%	-48 pp
2023/24 (final)	18%	67%	-49 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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	36%	81%	-45 pp
2023/24 (final)	18%	80%	-62 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	R	R	R

Year	This school	National non-disadvantaged score	School disadvantage gap
2025/26 (provisional)	R	R	R
2024/25 (final)	64%	78%	-14 pp
2023/24 (final)	64%	78%	-14 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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	57%	81%	-23 pp
2023/24 (final)	82%	79%	2 pp

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

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
2025/26 (1 term)	5.9%	5.1%	Close to average
2024/25 (3 term)	4.8%	5.2%	Close to average
2023/24 (3 term)	6.2%	5.5%	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
2025/26 (1 term)	20.0%	14.4%	Above
2024/25 (3 term)	13.3%	13.0%	Close to average
2023/24 (3 term)	19.0%	14.6%	Above

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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