

Inspection of Woodhouse Primary School

Daisy Road, Brighouse, West Yorkshire HD6 3SX

Inspection dates: 17 to 18 June 2021

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	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected since November 2006.

What is it like to attend this school?

Leaders are committed to providing a high-quality education for pupils. They are determined that pupils develop as rounded individuals. A broad range of subjects are offered, including swimming lessons in the school's own pool. Pupils value the responsibilities they have, such as being a problem-solver or class web sheriff. These roles are carried out with pride. Pupils say that they enjoy coming to school and appreciate how their teachers help them. Attendance is high.

Adults set high expectations of pupils' behaviour. Staff are supportive and encouraging in their interactions with pupils. Pupils respond well to this. They are keen to participate, concentrating well in lessons and developing very positive attitudes to learning. Pupils say that bullying is rare because they are taught to be accepting of one another. They feel safe because they trust adults to resolve any issues that occur.

Pupils know that reading is an important part of their education. They say they love reading. They feel inspired to read books from the '50 book challenge'. They talk with enthusiasm about the books that adults have read to them. However, pupils who are behind with their reading do not always get the amount of practice they need to help them catch up as quickly as they could.

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

Following the reopening of school to all pupils in March 2021, pupils are now studying the full range of curriculum subjects. Leaders only reintroduced French more recently to allow for a focus on a recovery curriculum on pupils' return. During school closures, leaders were determined that pupils experienced as an effective curriculum as possible. Parents say this was communicated well and engagement has been very high. The impact of school closures on pupils' learning has been minimal. This is due to the proactive actions leaders have taken.

The school's curriculum is ambitious, including for pupils with special educational needs and/or disabilities (SEND). Subject leaders have been developing curriculum plans for their subjects over the last few years. Leaders have identified the knowledge and skills which pupils need to secure to reach ambitious end points. Leaders have considered how this knowledge is sequenced over pupils' time in school, starting from Reception, so that knowledge is built cumulatively. Pupils achieve well in a range of subjects over time. The knowledge they gain prepares them well for the next stage of their learning.

Leaders are determined that reading is a focus of the school's work. This can be seen in the displays around school, the books in class libraries and the high-quality texts used in the English curriculum and at story time. As a result, pupils develop an enthusiasm for reading. They are keen to talk about the books they have enjoyed.

There is a consistent approach to teaching phonics. Leaders have clear expectations about the phonics knowledge pupils need to acquire at key points from Reception to Year 2. However, the way the phonics programme is implemented is hindered by a lack of expertise from leaders and staff. For example, in the early stages of reading, not all books are appropriately matched to pupils' phonics knowledge. This means that pupils are unable to read all the words in them. They then resort to other strategies, such as using the pictures to guess. Teachers use assessment to group pupils based on their existing phonics knowledge and the next steps they need to take. However, for struggling readers, including pupils with SEND, teaching activities do not offer enough practice in the intended learning. There is too little attention to recapping previously learned sounds. Some games and activities leave pupils spending too much time waiting for their turn. This means that they do not secure and embed their learning as quickly as they should.

Leaders make sure that pupils' personal development is considered well. Staff see this aspect of the curriculum as something they can all contribute to. For example, a member of staff is currently promoting '30 days wild', encouraging pupils to take advantage of the great outdoors.

A caring and supportive ethos is evident throughout the school. Well-established systems and routines result in a settled start to the school day and a calm and purposeful environment for learning. Positive relationships between staff and pupils are clear to see, and pupils behave very well.

Leaders have fostered a culture in which staff feel valued. Morale among staff is high. Staff told us about the sense of teamwork and cooperation they experience. They describe the school as a collaborative team where everyone looks out for each other.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured that a strong safeguarding culture exists within the school. Regular training for staff makes sure that the safeguarding culture is embedded. Staff are clear about how to spot any warning signs and are confident enough to raise concerns.

The curriculum includes opportunities for pupils to learn about managing risks. For example, the 'Respect' programme helps pupils to learn about safe relationships and keeping safe on the internet. External agencies are also involved in raising awareness of online safety for pupils and parents.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Staff and leaders do not have sufficient expertise in the teaching of phonics to further develop this aspect of the school's work. As a result, adults sometimes ask pupils to carry out activities which are not as effective as they need to be in securing pupils' learning. Some of the books for beginner readers are not matched to pupils' phonics knowledge. This leads to them using alternative strategies, such as guessing using the picture. It dilutes the impact of the phonics teaching they are receiving. Consequently, some struggling readers do not catch up with their peers as quickly as they should. Leaders should make sure that all staff and leaders are experts in helping all pupils, and particularly those who struggle, in learning to read as soon as they should. Leaders should check that teaching approaches are rigorous in terms of the quality and quantity of practice they offer. This must include making sure that all books for beginner readers are matched to pupils' phonics knowledge.

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 Ofsted Parent View information 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 [here](#).

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	107528
Local authority	Calderdale
Inspection number	10193363
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	420
Appropriate authority	The governing body
Chair of governing body	John Eyles
Headteacher	Lynn Daveney
Website	www.woodhouse.calderdale.sch.uk
Date of previous inspection	7 November 2006

Information about this school

- The school does not use alternative provision.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation.
- The previous 'outstanding' judgement reflected the school's overall effectiveness in November 2006 under the relevant inspection framework at that time.
- The new judgement of 'good' reflects the current inspection framework, as well as any changes at the school since the last inspection.
- The school has not been inspected for 14 years, which is longer than the five-year maximum interval between inspections under section 5 of the Education Act 2005. Changes in school effectiveness may have happened at any point in that period. The long time between inspections is because the law changed in 2011; it made most outstanding schools exempt from routine inspection.

- Inspectors held meetings with the headteacher, senior leaders, special educational needs coordinator and subject leaders. Meetings also took place with four governors, including the chair. Inspectors held a telephone conversation with a representative of the local authority.
- Inspectors carried out deep dives in reading, mathematics, history and design technology. These subjects were considered closely to evaluate the quality of education. In each of these subjects, inspection activities included: lesson visits; discussions with staff and pupils; meetings with subject leaders; and scrutiny of pupils' work. They also listened to pupils read.
- A range of documentation was considered. This included the school's self-evaluation of its effectiveness and plans for improvement.
- Inspectors spoke to parents informally at the start of the school day and considered the 114 responses to the online questionnaire, Ofsted Parent View.
- Inspectors observed pupils at social times and held informal and formal discussions with pupils about what it is like to be a pupil at the school. They took account of the 101 responses from pupils to the online pupil questionnaire.
- Inspectors considered the 42 responses to the online staff questionnaire.
- Many of the inspection activities gave inspectors the opportunity to evaluate the culture of safeguarding in the school. Additionally, inspectors asked staff about the impact of the safeguarding training they have received. Child protection records and the single central record of checks on the suitability of staff to work with children were also scrutinised.

Inspection team

Kirsty Godfrey, lead inspector	Her Majesty's Inspector
Chris Pearce	Her Majesty's Inspector
Matthew Vellensworth	Her Majesty's Inspector
Alison Stephenson	Her Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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