

Inspection of a school judged good for overall effectiveness before September 2024: Woodhouse Primary School

Daisy Road, Brighouse, West Yorkshire HD6 3SX

Inspection dates:

11 and 12 February 2025

Outcome

Woodhouse Primary School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

Pupils learn to 'be safe, be caring and be bold' at this welcoming school. The school has high expectations for pupils. Pupils enjoy learning and achieve very highly in national tests at the end of key stage 2. Children in early years receive an excellent start to their education. The school is currently working on the development of some wider curriculum subjects.

Pupils are happy. They have warm relationships with adults. They are inquisitive and welcome visitors to the school. Pupils behave well in lessons and move around the school site calmly. They interact with each other amiably at social times. Pupils feel safe and have trusted adults at the school.

The school provides many ways for pupils to develop their wider interests. Pupils participate in gymnastics, chess club, choir, creative writing and geography club. They develop their swimming skills at the school's own pool.

Pupils have lots of opportunities to develop their leadership skills. For example, 'Be carers' look after the well-being of other pupils. 'Be safers' lead assemblies about the importance of online safety. Members of the school council help to decide new clubs that can be offered and which charities the school will support.

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

Pupils study a broad range of subjects that prepare them for their next steps in education. The school is ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). Children in early years benefit from an exceptionally well-planned curriculum. They experience a range of learning opportunities that develop every

aspect of their knowledge and skills. They rapidly master the skills they need to be successful in key stage 1.

The school has honed the curriculum in English and mathematics. In these subjects, important knowledge is precisely identified and revisited regularly. As a result, pupils demonstrate considerable prowess in these areas of the curriculum. However, some wider curriculum subjects are still being developed. In some cases, the essential knowledge that pupils need to learn in these subjects is not precisely identified. Consequently, pupils do not yet gain the key knowledge in those subjects as well as they could.

Teachers are knowledgeable about the subjects they teach. Pupils revisit prior learning through well-considered approaches to help them remember knowledge over time. Teachers skilfully use questions to probe pupils' understanding and model approaches to problem-solving. They take opportunities to connect knowledge together. For example, pupils use their map-reading skills to complete orienteering challenges in physical education lessons. Children in early years learn new vocabulary in stories and link this to various different activities.

The school quickly identifies pupils with SEND and provides the nuanced support they need. Pupils who require individual support are fully included in lessons. They receive intensive one-to-one support that allows them to successfully access learning.

Pupils demonstrate their love of reading. They talk confidently about their favourite books and enjoy story time with teachers. They are inspired to write their own stories and poems. For example, pupils write impressive rhymes and poems about a yeti as part of a school-wide competition. Pupils who are weaker at reading receive excellent support from highly trained staff. Staff are relentless in their ambition to ensure that all pupils can read fluently. This has great impact. Nearly all pupils reach required proficiency levels in phonics by the end of Year 1.

The school is responsive to the changing emotional and behavioural needs of pupils. For example, the school has recently introduced a new research-based behaviour policy. Pupils are taught how to recognise and manage different emotions they may feel. This has had an impact, with a significant reduction in the number of behavioural incidents occurring across the school. Pupils attend school regularly and value their learning. Children in early years are taught the routines and behaviours they need to be successful.

Pupils learn about the wider world through the school's 'Respect' curriculum. Pupils can discuss what they learn about healthy relationships, careers, puberty and online safety. Some pupils have a more limited understanding of fundamental British values and characteristics that should not be discriminated against. However, pupils have a strong sense of what is right and wrong and care for each other. Children in early years have opportunities to learn about responsibility. For example, children take on roles such as creative monitor, pen monitor or coat-fastening monitor.

Most staff are positive about their workload. They appreciate the changes that have been made to improve their work-life balance. Staff receive regular training opportunities to

enhance their skills and expertise. Governors communicate regularly and effectively with school leaders. They provide effective oversight and strategic direction of the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, the school has not fully identified the essential knowledge it wants pupils to know and when. This limits pupils from gaining as much key knowledge as they could. The school should refine and embed its curriculum development across all foundation subjects so that pupils achieve highly.
- Some pupils lack knowledge of British values and people with protected characteristics. This limits their understanding of life in modern Britain. The school should ensure that pupils are able to recall knowledge about British values and protected characteristics, understand them and explain why they are important.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in June 2021.

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

Unique reference number	107528
Local authority	Calderdale
Inspection number	10346176
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	417
Appropriate authority	The governing body
Chair of governing body	John Eyles
Headteacher	Anne Crane
Website	www.woodhouse.calderdale.sch.uk
Dates of previous inspection	17 and 18 June 2021, under section 5 of the Education Act 2005

Information about this school

- The school does not use alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- The inspector discussed any continued impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher, other leaders, staff and pupils. They met with members of the governing body. They met with a representative from the local authority.
- The inspector carried out activities to understand the quality of education in various subjects. The inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.

- The inspector visited lessons and considered how the needs of disadvantaged pupils and pupils with SEND are met. They observed pupils at various times of the school day.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; considered the views of parents; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector evaluated responses from parents to Ofsted Parent View. They spoke with parents. They also evaluated the responses that staff and pupils made to Ofsted's online surveys.

Inspection team

Chris Carr, lead inspector

His Majesty's Inspector

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