

Inspection of Outwood Primary Academy Woodlands

The Crescent, Woodlands, Doncaster, South Yorkshire DN6 7RG

Inspection dates: 20 and 21 March 2024

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

The lead principal of this school is Donna Burnett. This school is part of Outwood 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), Lee Wilson, and overseen by a board of trustees, chaired by David Earnshaw.

What is it like to attend this school?

The recently established leadership team at Outwood Primary Academy Woodlands have implemented an ambitious curriculum for pupils. In some areas, such as phonics, pupils achieve well. Children in early years are exceptionally well prepared for their learning in Year 1. For example, children explain in detail the life cycle of a butterfly and how seeds grow. This prepares them well for their future learning in science. Older pupils have not had time to fully benefit from this curriculum. This is reflected in lower outcomes. However, the quality of education that all pupils are now receiving is preparing them well for their next steps in learning.

Leaders have made sure that pupils know what is expected of them. Pupils are rising to these expectations. Pupils understand that being safe, respectful and responsible, is helping them all to learn. Staff uphold these expectations consistently. A small number of pupils struggle with these expectations and do not behave well. When this is the case, well trained staff provide the right support to help pupils to get back on track.

The school provides pupils with many opportunities to develop their character and citizenship. Reading ambassadors share their favourite texts with their peers. Play leaders have been instrumental in improving the activities on offer at play times. Leaders make sure that pupils can explore their talents and interests through the many 'enrichment' clubs on offer. Some take part in the school choir, while others attend sporting clubs. Pupils are happy in this caring and inclusive school.

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

The school has established an ambitious curriculum that supports all pupils well. In Reception, children develop their colour mixing skills. Children explain in detail how to make a range of colours, tints and tones. The school's ambition for children in early years is very high. Children develop a deep knowledge of the areas that they explore. They find this learning irresistible. Older pupils are beginning to secure their knowledge in a range of subjects. Staff routinely check that pupils understand what they have learned and provide additional explanations when necessary. In science, pupils are able to explain how matter can change between solids, liquids and gases. They understand the function of the heart and can talk about the different elements that make blood. However, in some subjects, pupils are not able to connect new learning to their prior knowledge. This makes it more difficult for pupils to remember the knowledge that they have been taught. Pupils have a number of gaps in their understanding.

Children in early years get off to a flying start with phonics. Staff are experts in teaching them to read. Children's books are closely matched to the sounds that they know. This helps them to master phonics quickly and to become fluent readers. Children encounter a range of well-chosen texts. They enjoy the stories that adults share with them. Adults are skilled in showing children what good reading looks like. Older pupils are beginning to develop a love for reading. Just like their younger

peers, they appreciate the literature that adults share with them. If pupils struggle to read, they receive high-quality additional support. This helps pupils to develop their confidence as readers.

In early years, adults help children develop their mathematical skills by giving them lots of opportunities to explore number. Leaders have made sure that the curriculum supports all pupils to become increasingly fluent mathematicians. Teachers respond consistently to the misconceptions that pupils might have. Pupils across the school are becoming confident mathematicians.

Pupils with special educational needs and/or disabilities (SEND) learn the same ambitious curriculum as their peers. Leaders have made sure that all teachers successfully adapt learning to meet a wide range of needs. Pupils with SEND are well supported as a result.

The curriculum for personal, social, health and economic (PSHE) education helps pupils to understand how to stay safe online. Pupils know when personal information should not be shared. The school's curriculum is beginning to help pupils to learn about the diverse world that they live in. However, pupils' understanding and appreciation of difference is not well developed. Sometimes, pupils do not have the knowledge that they need to respond respectfully to the differences that they will encounter in life. The school provides pupils with many opportunities to develop their citizenship. For example, the Outwood diploma provides a range of experiences for all pupils. This includes a first-aid qualification that pupils work to achieve.

Those responsible for governance are extremely knowledgeable about the school. They check that leaders' actions impact positively on pupils. The trust provides highly effective support and professional development for staff. This is making a positive difference to the quality of education that pupils receive. The workload and well-being of all staff is a priority. Staff are proud to work at this school. They are inspired by the considerable difference that their work makes to the lives of all pupils.

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 subjects, pupils are not supported well enough to connect new learning to their prior knowledge. In these subjects, pupils' knowledge is less secure. The school should make sure that staff have the support that they need to help pupils to connect this important knowledge to what pupils already know.
- Pupils' understanding and appreciation of difference is not well developed. Sometimes, pupils do not have the knowledge that they need to respond

respectfully to the differences that they will encounter in life. The school should make sure that pupils are well prepared to understand and respond respectfully to the differences that they encounter.

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	148388
Local authority	Doncaster
Inspection number	10297519
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	382
Appropriate authority	Board of trustees
Chair of trust	David Earnshaw
Principal	Donna Burnett
Website	https://www.woodlands.outwood.com/
Date(s) of previous inspection	Not previously inspected

Information about this school

- Outwood Primary Academy Woodlands converted to become an academy in January 2021. When its predecessor school, The Woodlands Primary School, was last inspected by Ofsted, it was judged to be inadequate overall.
- This is a larger-than-average sized primary school.
- The school runs a breakfast club for pupils.
- The school does make use of alternative provision.
- The school runs a nurture provision for pupils.
- The school provides support and courses for families and the wider community.

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.
- This was the first routine inspection the school received since the COVID-19

pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with senior leaders, subject leaders and teachers.
- The lead inspector held a meeting with one trustee and the chair of the local academy council. The lead inspector held a separate meeting with the CEO of the trust.
- Inspectors carried out deep dives in these subjects: reading, mathematics, history, science and art. 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 looked at samples of pupils' work. The lead inspector also listened to a sample of pupils read to a familiar adult.
- To evaluate the effectiveness of safeguarding, 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.
- Inspectors scrutinised a range of other documentation, including governor meeting minutes and leaders' evaluation of the school.
- Inspectors also spoke informally to pupils to gather their views on school life.
- To gather parents' views, inspectors took account of the views of parents from the Ofsted Parent View survey, Ofsted's online questionnaire, including free-text comments.
- To gather the views of staff, inspectors took account of the staff survey.

Inspection team

Jen Sloan, lead inspector

His Majesty's Inspector

Darren Marks

Ofsted Inspector

Sarah Gordon

His Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

© Crown copyright 2024