

Inspection of Woodland Grange Primary School

Beaufort Way, Oadby, Leicester, Leicestershire LE2 4TY

Inspection dates:	11 and 12 February 2025
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Hayley Brown. This school is part of Oak Multi Academy Trust, which means that other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Andrew Wilson, and overseen by a board of trustees, chaired by Jane Doughty.

Ofsted has not previously inspected Woodland Grange Primary School under section 5 of the Education Act 2005. However, Ofsted previously judged Woodland Grange Primary School to be outstanding for overall effectiveness, before it opened as Woodland Grange Primary School as a result of conversion to academy status. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

Woodland Grange Primary School is a happy and harmonious place. The diversity of the school's context is celebrated and everyone is made to feel welcome. The school's vision, 'Aiming high to achieve excellence and success by working together' is a daily reality for pupils, right from the moment they start at the school.

Pupils are deeply appreciative of the safe and nurturing school environment the school provides. They value their education and understand the importance of working hard. Pupils' behaviour is exceptional. They give of their best at all points in the school day. A typical comment from pupils was, 'We behave well because we want to learn and because the school has taught us well'. They are motivated to earn points for their school houses.

The school is inclusive. There are high expectations for all pupils. The 'Aspiration Tree' sets out the key characteristics pupils are expected to model, for example, to be respectful and empathetic, risk takers and self-motivated. Pupils endeavour to live out these qualities. They achieve well. Pupils move to the next stage of their education with the skills and knowledge they need to continue to succeed.

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

The school has developed a broad and ambitious curriculum. It is crafted with care to ensure that pupils' learning builds over time. This work begins in early years where the youngest children in school acquire key skills and knowledge that prepare them well as they move to Year 1 and beyond.

Teachers deliver the curriculum expertly. They explain new concepts well and allow pupils time to practise together before they move to independent work. In Year 6 mathematics lessons this approach enabled pupils to tackle algebra with confidence and precision. Regular and careful checks mean that staff know how well pupils have understood their learning. In most subjects this information is used effectively to help pupils secure the knowledge they need before moving to new learning. In a small number of subjects teachers do not use this information with the same degree of skill.

The school has established effective systems to identify the needs of pupils with special educational needs and/or disabilities (SEND). Their needs are well known. They are provided with appropriate adaptations in class to support their learning. This allows pupils with SEND to access the same curriculum as their peers. They experience success and are fully involved in all aspects of school life.

Reading is at the front and centre of the school's work. The reading curriculum is well organised. No time is wasted before children are introduced to the sounds that letters make. Children in the early years quickly learn how to blend sounds together to read and write simple words. Staff provide prompt help for pupils who do not keep up when learning new sounds. Pupils continue to develop their reading skills as they move through the school. In 2024, the proportion of pupils in Year 6 who left the school with the ability to read beyond the expected standard was significantly above the national average.

A love of reading is promoted in a myriad of ways. Each class is regularly provided with new 'too hot to handle' books that inspire pupils to try new genre and authors. Pupils learn poetry by heart and perform for others. Speaking and listening is promoted. Nevertheless, the school has not planned out this strand of the English curriculum and it is not clear what pupils should learn, and when.

Pupils benefit highly from a bespoke personal development offer. Every pupil is offered a wealth of rich experiences including sports, performance and trips. In addition, they have the opportunity to take on positions of responsibility to develop their leadership skills. These have been strategically planned with the school's context in mind. Pupils are the best possible advocates for the school. They show respect for others and celebrate diversity with great maturity. Pupils know how to keep themselves safe and the importance of a healthy body and mind. For example, lots of pupils choose to scoot or cycle to school.

The school provides a clear message that pupils should attend regularly. Almost all pupils attend well. The school goes above and beyond to support families with any difficulties they may have in getting their child to school each day.

Staff morale is high. They feel well supported by leaders and say that their workload and well-being is considered. The local governing body and trust work closely with the school. They ensure that well considered decisions are made with the school's context in mind. The trust provides appropriate support and challenge to bring about the many positive changes the school has made

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school has not identified the key knowledge and skills pupils should acquire in relation to the speaking and listening strand of the English curriculum. As a result, it is not clear how pupils will develop and deepen these skills over time. The school should ensure that a speaking and listening curriculum is developed.
- In a small number of subjects, assessment information is not used sufficiently well to inform future lessons or to adapt the curriculum where needed. This means that pupils develop misconceptions or gaps in their learning that are not systematically addressed. The school should ensure that assessment information is used well across all subjects.

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	145620
Local authority	Leicestershire
Inspection number	10324199
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	422
Appropriate authority	Board of trustees
Chair of trust	Jane Doughty
CEO of the trust	Andrew Wilson
Headteacher	Hayley Brown
Website	www.woodlandwideweb.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- Woodland Grange Primary School is part of Oak Multi Academy Trust.
- The headteacher was appointed in August 2022.
- The school operates a breakfast and after-school club.
- The school does not make use of alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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 the headteacher, the deputy headteacher and other school leaders. The lead inspector met with the chair of trustees, the chief executive officer and two further representatives of the trust. A meeting was also held with the co-chairs of the local governing body and a parent governor.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science, physical education and history. For each deep dive, the 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. Inspectors also reviewed the curriculum in some other subjects. The lead inspector listened to pupils reading 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 observed pupils’ behaviour in lessons and around school. Inspectors also met with groups of pupils to discuss their views about the school and talked to them informally during social times.
- Inspectors reviewed the responses to Ofsted’s online survey, Ofsted Parent View, and spoke to parents at the start of the school day. They also took account of staff responses to Ofsted’s online questionnaire and met with groups of staff.

Inspection team

Caroline Poole, lead inspector	His Majesty's Inspector
Sally Manz	Ofsted Inspector
Ian Pearson	Ofsted Inspector
Anna Crawte	Ofsted Inspector

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