

# Inspection of Woodvale Primary Academy

Crestwood Road, Lings Way, Northampton, Northamptonshire NN3 8JJ

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Inspection dates: 13 and 14 December 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	<b>Requires improvement</b>

The principal of this school is Matthew Reetz. This school is part of Greenwood Academies 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), Wayne Norrie, and overseen by a board of trustees, chaired by Mike Hamlin.

## **What is it like to attend this school?**

The school values of 'strive, support and succeed' are lived out by pupils and staff at the school. As one pupil, typical of many, said, 'Some people start nervous but get to do many different things which builds their confidence.' Pupils and staff appreciate the teamwork and know that they can always ask for help. Parents and carers agree that their children feel safe in school.

The school supports pupils to follow the school rules 'be ready, be respectful, be safe'. It has developed the 'Woodvale Way', which teaches pupils routines such as assembly attitudes and wonderful walking. Pupils love to earn reward points and win the 'Woodvale Wonder' in Friday assemblies. Pupils particularly enjoy 'hot chocolate and cookies', where parents are invited in to share in their successes. Pupils enjoy taking on leadership responsibilities in school, such as sports leaders and librarians.

Pupils are keen to attend this highly inclusive school. They are respectful of one another and support each other to follow the rules. They say that most pupils behave well and know that, if they don't, staff will quickly sort it out. Pupils say that there are staff to help them if they are worried.

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

The foundations of learning begin in Nursery and Reception. In some subjects, the curriculum does not always prepare children for Year 1 and beyond. In some subjects, curriculum plans identify exactly what pupils need to know and be able to do to support the next stage in their learning. For example, in mathematics in Year 1, pupils use 'part-whole diagrams' to help them recognise groups of numbers to 10. This develops in Year 5, where similar diagrams are used to help pupils understand more about subtraction. However, in a few subjects, the curriculum does not clearly set out the precise knowledge and vocabulary that pupils need to learn.

Teachers have good subject knowledge. They use precise vocabulary to explain to pupils what they need to learn. Teachers encourage pupils to answer in full sentences to develop their language. They support pupils to 'reactivate' important knowledge at the start of lessons. If pupils need help, they get it, for example through working with partners or other adults. However, in some subjects, checks on what pupils know and remember are not yet in place.

Routines in the early years support children to settle in quickly. Activities are planned well to help children practise what they have learned. Staff support children in their 'busy learning time' by using the vocabulary they have learned such as 'more' and 'fewer'. This helps children to embed their learning.

Phonics is taught consistently throughout the school. Children begin to learn sounds as soon as they start school. Adults notice children who fall behind and support them to catch up quickly. As pupils become confident readers, they continue to learn

how to read fluently and with understanding. Pupils develop a love of reading. They enjoy story times.

Pupils' individual needs are quickly spotted and catered for. For example, pupils who come to school at an early stage of learning the English language are quickly assessed. They get the support that they need. Similarly, pupils with special education needs and/or disabilities (SEND) are quickly identified. Staff get the training they need to help pupils with SEND learn the same curriculum as other pupils, for example through targeted questioning or pictures to help understanding.

Most pupils behave well. They know that if pupils do not follow the school rules, there will be consequences such as missing their playtimes. Pupils enjoy getting trophies for behaving well at lunchtime. They know that this helps pupils to follow the 'Woodvale Way'.

Pupils enjoy the opportunities that they have to learn outdoors, saying it helps them to keep healthy. They enjoy inviting their parents in to school to be a part of their learning. Pupils benefit from trips such as going to the seaside and taking part in a residential visit. The school makes sure that books in the school celebrate different role models typical of pupils' own culture and backgrounds. Pupils speak with respect when discussing difference, saying, 'It doesn't matter if people are different, they should all be treated the same.'

Staff are proud to work at the school and enjoy being part of a team. The trust supports the work of the school to continue to improve, and make sure that they challenge the school to focus on the right areas. Staff appreciate the consideration given by leaders to support their workload.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In a small number of subjects, the curriculum does not make clear the most important things that pupils should know and remember at each stage of their education, including how the foundations build from the early years. In these subjects, pupils do not consistently remember the most important knowledge and vocabulary. The school should ensure that the curriculum is fully planned and sequenced, across all subjects and all phases. The curriculum should make clear the most important knowledge, skills and vocabulary that pupils need to know at each stage of their education, so that they maximise their full potential.
- The school does not yet check that pupils remember the important knowledge, skills and vocabulary in all subjects. This means that, in some subjects, it does not have an overview of the knowledge, skills and vocabulary that pupils are sure

of and any gaps that they may have. The school now needs to ensure that checks are made of the important knowledge, skills and vocabulary that pupils have learned in all subjects so that it can address any gaps. This will ensure that pupils have firm foundations to build from.

## 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

<b>Unique reference number</b>	139112
<b>Local authority</b>	West Northamptonshire
<b>Inspection number</b>	10288340
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	446
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Mike Hamlin
<b>CEO of trust</b>	Wayne Norrie
<b>Principal</b>	Matthew Reetz
<b>Website</b>	<a href="http://www.woodvaleprimaryacademy.org">www.woodvaleprimaryacademy.org</a>
<b>Date of previous inspection</b>	19 November 2019, under section 5 of the Education Act 2005

## Information about this school

- The school is part of Greenwood Academies Trust.
- The school currently uses one registered alternative provider.
- The school operates a breakfast club on the premises.

## 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.

- During the inspection, inspectors met with the CEO, the chair of the standards committee and the chief education officer of Greenwood Academies Trust.
- Inspectors met with the academy principal and deputy principal.
- Inspectors carried out deep dives in early reading, mathematics, geography, art and physical education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. They observed pupils reading to a familiar adult.
- Inspectors met with leaders responsible for pupils' personal development, behaviour and attendance, early years and leaders responsible for the provision for pupils with SEND and English as an additional language.
- Inspectors observed pupils' behaviour in lessons and around school.
- Inspectors considered the responses to Ofsted's online survey, Parent View, and the results of the Ofsted surveys for school staff and pupils. They met with groups of staff and pupils.
- 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.

### **Inspection team**

Ann Davey, lead inspector	Ofsted Inspector
Angela Kirk	Ofsted Inspector
Charley Oldham	Ofsted Inspector
Kirsty Norbury	His Majesty's Inspector

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Store Street  
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