

# Inspection of Wood's Foundation CofE Primary School

Lingwood Lane, Woodborough, Nottingham NG14 6DX

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Inspection dates: 23 and 24 April 2024

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

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

Pupils' behaviour and attitudes are exemplary. The school has high expectations of all pupils and all pupils have high expectations of themselves. The school values of love, peace, respect, patience, kindness and perseverance are the firm foundation for this. Pupils are reflective. As one pupil described, 'If you are unsure of something and don't know it's the right thing, you can take it upon yourself and think about the school values and then think... I am going to be those things.' The school's inclusive Christian ethos helps pupils to flourish. Pupils are happy and safe.

The school is ambitious for all pupils to achieve well. Pupils love school and take pride in their work. They enjoy the engaging lessons the school provides. Pupils concentrate and work hard. Those pupils with special educational needs and/or disabilities (SEND) achieve well alongside their peers.

This is a school at the very heart of its community. Parents and carers value the quality of education their children receive. One parent, typical of many, shared, 'We love the school and admire the friendly staff who so obviously care about the children and are passionate about their development.'

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

The school has designed an ambitious reading curriculum. Pupils have a highly positive attitude to reading. They enjoy reading books by a rich and varied range of authors. Books are carefully selected to reflect the school values. The library is an inviting and valued space for reading in school. Pupils enjoy lessons, where they learn new sounds to help them read. They quickly become accurate readers. Pupils with SEND are well supported. Pupils who need extra help receive effective support so they do not fall behind their peers. The school ensures that pupils read books matched to the sounds they know.

The school has set out a broad and ambitious curriculum for all pupils. Staff consistently use activities to help pupils recall prior learning. Pupils appreciate this help and are able to use subject-specific vocabulary to share their secure knowledge. They also become independent learners, as they use their books to look back and check their own understanding.

The school has introduced a range of strategies to check the impact the curriculum has on pupils' achievements over time. Some of these are fairly new. The school is still developing and improving its approach to assessment in some subjects. Teachers are not always secure in which aspects of pupils' knowledge might be developed even further. Therefore, some pupils do not achieve as well as they might in securing the highest standards of understanding.

Children make a strong start in the early years. The school has transformed its early years curriculum. Staff use a carefully selected range of indoor and outdoor activities that help children to learn the curriculum. Adults nurture children's curiosity. For

example, they help children to observe and ask questions about how plants grow and then support them to describe the process using accurate vocabulary. Children immerse themselves in learning. They concentrate on tasks independently. Relationships between adults and children are caring. Children work collaboratively together.

The school successfully encourages pupils to attend school. The school goes above and beyond to understand any barriers to pupils' attending school. Families and pupils benefit from excellent support.

The school ensures that pupils' wider development is a priority. Pupils learn about protected characteristics. This helps pupils to talk passionately about equality. Pupils are respectful of different religions and beliefs. The school teaches pupils about safety, including road and internet safety. Pupils' leadership skills thrive as a result of the responsibilities they have. They take up roles as faith champions, sports leaders and school councillors. Pupils take pride in helping to lead collective worship and running their own faith club. They fundraise and contribute to church services in the community.

Pupils' behaviour is exceptional. They are polite and courteous. They are respectful and understanding of disabilities or different needs. They are very proud of how they ensure that all pupils have a friend at playtime. Pupils contribute significantly to the school culture. They welcome anyone who is new to their school.

Governors hold leaders to account and understand their statutory responsibilities. They check on improvements the school is making. They ensure that parent and staff views are used to inform improvements to the school. Staff, including those new to teaching, feel well supported by leaders. They benefit from high-quality training.

## **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 is still developing and improving its approach to assessment in some subjects. In those subjects, teachers do not yet routinely identify which aspects of important knowledge pupils could deepen their understanding of. Pupils therefore, on occasions, do not achieve the highest standards of understanding that they might. The school needs to ensure that the use of assessment across all subjects helps pupils to achieve as well as they can.

## 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>	122810
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10324118
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	179
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Linda Foster
<b>Headteacher</b>	Duncan White
<b>Website</b>	<a href="http://www.woodsfoundation.notts.sch.uk/">www.woodsfoundation.notts.sch.uk/</a>
<b>Date of previous inspection</b>	9 and 10 March 2022, under section 5 of the Education Act 2005

## Information about this school

- The headteacher, whose role was previously held on an interim basis, became the school's substantive headteacher in September 2022. He is an executive headteacher with one other school.
- Many staff and governors are new to the school since the previous inspection.

## 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.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, senior leaders and staff. They met with members of the local governing body, a local authority representative and a diocesan representative.

- Inspectors carried out deep dives in reading, mathematics, science and history. 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.
- Inspectors also reviewed the curriculum in other subjects, including art and design and personal, social, health and economic education.
- Inspectors discussed pupils' attendance and behaviour with leaders.
- Inspectors considered the views of parents who responded to Ofsted's survey, Parent View. They considered the views of staff who responded to the survey. They also spoke to parents, staff and pupils while on site during the inspection.
- 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**

Donna Moulds, lead inspector

Ofsted Inspector

Gary Fullwood

Ofsted Inspector

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