

Inspection of Woodford Primary School

1 Saunders Roe Way, Woodford, Stockport SK7 1GX

Inspection dates:	18 and 19 March 2025
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The head of school is Elise Drake. This school is part of Laurus 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), Linda Magrath, and overseen by a board of trustees, chaired by Tony Little.

What is it like to attend this school?

The school mission, 'dream big, fly high', inspires staff and pupils alike to the highest standards of achievement. Staff share the core belief that better is always possible. These aspects influence everyone in the school to be ambitious for their own academic success. Pupils benefit from an exceptional curriculum. They flourish academically and socially. Woodford Primary School is an excellent school and a happy place to learn.

Leaders have established an aspirational curriculum for pupils to study. The school places no limits on pupils' development and achievement. Pupils achieve very well. The school enhances pupils' experiences by providing many opportunities for pupils to be leaders. From the early years onwards, pupils learn the skills that they need to lead and express their views. Many run for elected office in the pupil parliament. They are exceptional role models for their peers.

Pupils' behaviour and attitudes to learning are exemplary. Pupils know that their learning matters. They attend to this learning with enthusiasm. If pupils struggle to behave well, adults use their expertise to help pupils to get back on track quickly. This culture of aspiration supports pupils to enjoy school and attend regularly.

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

Pupils study an ambitious curriculum. Staff routinely check that pupils have understood new learning. Pupils connect this learning to the things that they already know. For example, pupils link their knowledge of how transport has changed over time to pioneers such as Amelia Earhart. In design and technology, they discuss in detail how the mechanism of an axle works and link this to their own designs. From the early years onwards, pupils study a curriculum that inspires their curiosity.

Pupils with special educational needs and/or disabilities (SEND) are supported to learn the same exceptional curriculum as their peers. The school makes sure that these pupils' needs are precisely identified. The support that pupils with SEND receive is exemplary. They master new learning quickly. They achieve very well.

Across the curriculum, teachers build in frequent opportunities for pupils to practise new learning. In mathematics, children in the early years quickly master the foundation of number through repeated practice. Older pupils build on this knowledge to become fluent mathematicians. Pupils develop deep knowledge across the curriculum. For example, in history, pupils explain in detail the usefulness of different sources of evidence for their enquiries. The tasks that pupils are given inspire their thirst for knowledge. From the earliest years, pupils sustain their concentration when learning something new. Pupils learn in a calm and purposeful environment.

Children in the early years grasp phonics very quickly. Teachers expertly teach Reception-aged children to read. Children become fluent and avid readers. When talking with children, staff deliberately share ambitious vocabulary. Children use this vocabulary confidently in their own play. Older pupils receive an excellent reading curriculum. They

develop the skills that they need to read widely and with understanding. Staff share high-quality texts and stories with pupils every day. They share these texts with expression and enthusiasm. This inspires pupils to do the same. If pupils struggle to master reading, they receive exemplary support to help them to catch up. Reading is the cornerstone of the school's curriculum. Pupils are more than ready for the next stages of their learning.

Pupils receive an impressive personal development offer. Every week, pupils practise their debating skills. Pupils know how to use formal language to offer opinions and to challenge others. They do this sensitively and offer their ideas confidently. Pupils are taught the importance of diversity and respect. One pupil summed up the views of many by saying, 'This is a happy place to learn. Everyone is accepted and it is OK to be different.'

Many pupils contribute to the school parliament, taking specific roles in different departments. They work to improve the school, for example choosing playground markings to enhance pupils' enjoyment of breaktimes. The 'Ministry of Justice' supports pupils in staying safe. Pupils in these departments frequently use their speaking skills to feed back their findings and ideas to the school. Additionally, pupils benefit from various visits to find out about the wider world. For example, pupils find out about different jobs and careers. These experiences contribute significantly to pupils becoming confident and well-rounded individuals.

Those responsible for governance know their school well. They use their experience to challenge and support leaders effectively. This has a very positive impact on pupils' experiences in school. The school and trust deliver highly effective professional development for staff at all levels. Leaders carefully consider the workload and well-being of all staff. Staff and children alike are proud participants in the culture of learning that leaders have established.

Safeguarding

The arrangements for safeguarding are effective.

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	149080
Local authority	Stockport
Inspection number	10378033
Type of school	Primary
School category	Academy free school
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	111
Appropriate authority	Board of trustees
Chair of trust	Tony Little
CEO of the trust	Linda Magrath
Headteacher	Elise Drake (Head of School)
Website	www.woodfordprimary.org.uk
Date of previous inspection	Not previously inspected.

Information about this school

- The school does not currently use providers of alternative provision.
- The school runs a breakfast and after-school club for pupils in the school.
- The school opened in September 2022. Currently, the school has pupils in early years and key stage 1.
- The school is part of The Laurus Trust.

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.
- 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 senior leaders, subject leaders and teachers.
- The lead inspector held a meeting with governors, including the chair of the local academy committee and a trustee. The lead inspector also held meetings with a representative of the local authority, the CEO and the director of primary for the trust.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history, and design and technology. 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 the views of parents and carers, inspectors took account of the responses from Ofsted Parent View, including free-text comments.
- Inspectors met formally with staff to gather their views and took account of the staff survey.

Inspection team

Jen Sloan, lead inspector

His Majesty's Inspector

Alison Lawson

Ofsted 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 2025