

# Inspection of Co-op Academy Woodslee

Croft Avenue, Bromborough, Wirral, Merseyside CH62 2BP

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Inspection dates: 15 and 16 November 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	Not previously inspected under section 5 of the Education Act 2005

The executive headteacher of this school is Katy Bergman. This school is part of the Co-operative 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), Chris Tomlinson, and overseen by a board of trustees, chaired by Russell Gill.

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

Pupils are proud to be members of the Co-op Academy Woodslee community. They told inspectors that staff help them to look after their mental, physical and emotional health. This helps pupils to become 'mighty oaks' during their time at school. Pupils feel happy and are proud to be the best that they can be in all that they do.

The school and the trust have high expectations for pupils' achievement. Staff use a range of strategies to ensure that all pupils, including those with special educational needs and/or disabilities (SEND), access an ambitious curriculum. In the main, pupils achieve well across a range of subjects.

Pupils behave well during lessons. There is a happy and calm feel throughout the school. Most pupils require few reminders to maintain the high standards of behaviour that staff expect of them. Pupils are keen for recognition of their positive behaviour. For example, they speak with pride about weekly headteacher awards that they receive.

Extra-curricular activities, such as cheerleading, board games, theatre and multi-skills, help pupils to develop their talents and interests. They enjoy the roles of responsibility that they have, including being play leaders and members of the pupil parliament. Opportunities to take part in litter picking and to support local charities further develop pupils' understanding of their role as active citizens in their local community.

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

Staff, pupils, parents and carers are partners in the school's ambition to inspire and support pupils. The majority of parents who shared their views would recommend the school to other parents. Many praised the avenues of communication the school provides to support parents with their children's learning at home.

Working closely with the trust, the school has developed a curriculum which engages and interests pupils, including those in the specially resourced provision for pupils with SEND (specially resourced provision). From the early years to Year 6, the important knowledge and vocabulary that pupils should be taught is carefully ordered. This ensures that new content builds on what pupils have learned before.

In most subjects, this is evident in what pupils know and remember. The school has made recent refinements to the curriculum in some subjects. As these changes are relatively new, it is too soon to see the full impact of this work. In these subjects, some pupils have gaps in their learning.

Staff value the training that the school and the trust provide across a range of subjects. As a result, staff are well-equipped to explain new concepts to pupils

clearly. In most lessons, teachers check pupils' understanding and address misconceptions successfully. Pupils progress well through the curriculum in the majority of subjects.

In a small number of subjects, the school has not ensured that staff deliver the curriculum as intended. Checks made by the school on how these curriculums are being implemented do not focus sharply enough on the most important knowledge that pupils should learn. Some important content is missed and, as a result, pupils struggle to make connections in their learning. This hinders pupils from learning all that they should in these subjects.

Pupils with SEND, including those in the specially resourced provision, get a good deal at this school. Staff identify and meet pupils' additional needs quickly and accurately. The school works well with external agencies to make sure that pupils who need specialist support receive this. Staff use effective strategies to make sure that pupils with SEND access the same learning as their peers and that they are fully involved in school life.

Leaders place high priority on helping pupils to develop a secure knowledge of phonics. In the Nursery class, children begin to learn about sounds in the environment. This helps them to be ready to learn letters and the sounds they represent as soon as they start in the Reception class.

The books that pupils read are matched to the sounds that they have already learned. This helps to build pupils' confidence and fluency in reading. Staff support pupils who struggle to catch up with their peers. Pupils throughout school are exposed to a wide range of texts and stories. Staff use these to further develop older pupils' love of reading.

Pupils are kind and respectful towards each other and towards adults. They understand the importance of treating everyone equally, irrespective of any differences that they may have. Children in the early years learn to follow well-established routines. Pupils, staff and parents commented positively on the recently introduced behaviour policy. They believe that it is fair and has helped to ensure that any misbehaviour is dealt with consistently and swiftly.

The school ensures that pupils benefit from trips and visits, including within the local community. For example, pupils spoke about visits to local woods, beaches and the theatre. This enables them to learn about the world beyond school. Pupils also learn about different religions. This begins in the early years, where children find out about different festivals, such as Diwali.

The trust works effectively with the local governing body to hold the school to account for the quality of education that pupils receive. The trust's support and challenge have led to sustainable change and improved outcomes for pupils. It is mindful of the importance of staff well-being when making changes and ensures that staff workload is reduced where possible. This helps staff to feel appreciated and valued. They are proud to work at the school.

## 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 recently refined the content of some subject curriculums. These changes are relatively new and some pupils have gaps in their learning in these subjects. The school should ensure that the improvements to these curriculums support pupils to develop a strong body of knowledge.
- In a small number of subjects, the curriculum is not being taught as intended. At times, some important content is missed. This hinders some pupils from securing the knowledge that they need for future learning. The school should ensure that staff deliver these curriculums as intended.

## 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>	146740
<b>Local authority</b>	Wirral
<b>Inspection number</b>	10267783
<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>	223
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Russell Gill
<b>CEO of trust</b>	Chris Tomlinson
<b>Headteacher</b>	Katy Bergman
<b>Website</b>	<a href="http://www.woodslee.coopacademies.co.uk">www.woodslee.coopacademies.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Co-op Academy Woodslee converted to become an academy school in December 2018. When its predecessor school, Woodslee Primary School, was last inspected by Ofsted, it was judged to be requires improvement overall.
- The school is part of the Co-operative Academies Trust.
- The executive headteacher is also responsible for another school in the trust.
- The school has specially resourced provision for pupils with speech, language and communication needs. Eight pupils currently attend from Years 3 to 6.
- The school runs a breakfast and after-school club.
- The school does not make use of alternative provision for pupils.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection that the school has received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors conducted deep dives in the following subjects: early reading, mathematics and design and technology. 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 spoke with subject leaders, spoke to pupils about their learning and evaluated their work in some other subjects.
- The lead inspector observed pupils from key stages 1 and 2 reading to a familiar adult.
- Inspectors spoke with the executive headteacher and other school leaders.
- The lead inspector spoke with members of the board of trustees, including the CEO and the chair of trustees.
- The lead inspector met with members of the local governing body, including the chair of governors. She also spoke with two representatives of the local authority.
- Inspectors talked with staff and leaders about their workload and well-being.
- Inspectors met with the leaders who are responsible for attendance, behaviour, early years, SEND and pupils' personal development.
- To evaluate the effectiveness of safeguarding, the 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 spoke with pupils about their wider experience of school. They looked at a range of policies and documents related to pupils' welfare and education. They observed pupils' behaviour in lessons and around the school.
- Inspectors met with parents at the start of the school day. They took account of the responses to Ofsted Parent View, including the free-text responses.

### **Inspection team**

Rebecca Jewitt, lead inspector

His Majesty's Inspector

David Spruce

His Majesty's Inspector

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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