

# Inspection of Woodcote Primary School

Dunsfold Rise, Coulsdon, Surrey CR5 2ED

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Inspection dates:	20 and 21 May 2025
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Claire Baldock. This school is part of The Pioneer Academy, a multi-academy 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), Lee Mason-Ellis, and overseen by a board of trustees, chaired by Jo Bouwens.

Ofsted has not previously inspected Woodcote Primary School under section 5 of the Education Act 2005. However, Ofsted previously judged Woodcote Primary School to be outstanding for overall effectiveness in April 2015, before it opened as Woodcote 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?**

Woodcote Primary is a welcoming and inclusive school. Pupils are safe and happy here. Pupils celebrate difference and enthusiastically take part in events including 'culture day'. They learn about inspirational figures such as Stephen Wiltshire and Helen Keller to foster self-belief and appreciation for people from different backgrounds. Older pupils take on a range of leadership roles and support their younger peers. These include volunteering to help in the canteen or library and leading charity events.

Conduct around the school is calm and pupils are courteous. They are motivated in class and enjoy their learning. Instances of bullying are rare. Where incidents occur, the school takes fast and effective action. Pupils quickly develop their confidence due to the strong pastoral care provided.

Pupils follow an ambitious curriculum. The school has high expectations for pupils, including those with special educational needs and/or disabilities (SEND). Pupils achieve typically in line with national outcomes.

The school's motto 'inspire, challenge and engage' is at the heart of the school. The school's values are characterised and known by the children, including 'truthful Trudy' and 'creative Cam.' This friendly and nurturing ethos begins in the early years.

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

The school provides all pupils with a broad and balanced curriculum. Where possible, this is enriched with trips to bring that learning to life. For example, pupils visit museums and galleries, while younger children take part in workshops about animals and theatre trips.

The curriculum in most subjects is well designed to meet the demands of the national curriculum. Pupils are given ample opportunities to practise and apply their skills. For example, in mathematics pupils build their expertise and master bar charts, fractions and calculating area and volume.

Teachers largely have the subject knowledge they need to present information clearly. Occasionally, the important knowledge that pupils need to know is not as clearly identified. While teachers typically check pupils' understanding, at times misconceptions are missed and not picked up quickly. This means that, sometimes, pupils' knowledge is not as secure before they move on to more complex concepts in some subjects.

The school identifies the needs of pupils with SEND quickly. They are well supported with appropriate, targeted help where needed. Most of these pupils therefore make secure progress through the curriculum.

Reading is a priority of the school. Pupils read a range of ambitious texts. Younger pupils follow a well-organised phonics programme, which is set out logically to build knowledge gradually. Pupils have regular reading practice using books that are closely matched to the sounds that they know. Staff deliver the programme well and effective support is given to

those who need additional help. Pupils learn to read accurately and fluently. The school promotes a love of reading. This is strongest in the younger years where children are excited about their reading.

Reception and Nursery classes are inviting and engaging. Children are keen to explore imaginative activities which build a love of learning. For example, children find and identify different creatures and shapes in spiders' webs, trace the journey of bees and make models of Tower Bridge. There is a sharp focus on language development. Children are encouraged to grind ingredients in their 'mud kitchen' and are carefully supported to write about the life of bees. Staff have high-quality interactions with children. Consequently, children produce work of a high standard, including paintings and models, alongside developing their independence and resilience. They learn to sustain their concentration and are curious about the world around them.

Pupils value their education and attend very well. The school works constructively with families to identify barriers and overcome them. They have high expectations for pupils' behaviour. Pupils build positive relationships with one another. They contribute to the school community through initiatives about 'eco sustainability' and the school council.

The school provides a wide range of enrichment activities to enable pupils to engage with the world around them. Pupils develop their talents and interests through an extensive offering of clubs, including those for ballroom dancing, taekwondo, boardgames and puzzles. They follow a well-organised personal, social, health and economic education and are thoroughly prepared for life in modern day Britain. They know how to stay healthy and safe, including online.

Staff are committed to the school and feel their well-being is prioritised. Governors and trustees fulfil their statutory responsibilities and provide additional oversight. They work with leaders to support the school's ambitions and drive further improvement.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- Occasionally, the key component knowledge that pupils need to learn is not identified as clearly as in most other subjects. Where this is the case, some pupils have gaps in the knowledge they need to enable them to move on to more complex ideas and concepts. Where this applies, the school should ensure that pupils gain a secure grasp of the key knowledge they need to know.
- Sometimes, pupils' misconceptions are not identified and addressed in a timely manner, and as a consequence some pupils' understanding is not as secure as it could be.

Where this is the case, the school should ensure that pupils' learning is checked routinely to identify and address any misconceptions.

## 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>	148223
<b>Local authority</b>	Croydon
<b>Inspection number</b>	10377515
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	869
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Jo Bouwens
<b>CEO of the trust</b>	Lee Mason-Ellis
<b>Headteacher</b>	Claire Baldock
<b>Website</b>	<a href="http://www.woodcoteprimary.croydon.sch.uk">www.woodcoteprimary.croydon.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school is part of The Pioneer Academy, a multi-academy trust, which it joined in November 2020.
- Woodcote Primary School converted to become an academy in November 2020 when it joined the trust. When its predecessor school, of the same name, was last inspected by Ofsted, it was judged to be outstanding for overall effectiveness.
- The school uses one unregistered provider of alternative provision for a small number of pupils.
- The school provides a breakfast club and after-school clubs.

## 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 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 took that into account in their evaluation of the school.
- Inspectors met with senior leaders, trustees, governors, teachers and support staff.
- Inspectors carried out deep dives in these subjects: English, mathematics, history, art and science. 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. Other subjects were also considered as part of this inspection.
- Inspectors scrutinised a range of documents, including leaders' evaluation of the school and priorities for school improvement.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments. They also spoke to pupils, parents and carers and staff and took into consideration Ofsted's online staff and pupil surveys.
- Inspectors checked the school's policies and records, including those related to behaviour and pupils' wider development.
- Inspectors observed pupils' behaviour across the school, including as they arrived and left the school.
- 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

Sarah Saunders, lead inspector	His Majesty's Inspector
Milan Stevanovic	Ofsted Inspector
Nneoma Thomas	Ofsted Inspector
Naheeda Maharasingam	Ofsted Inspector

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