

# Inspection of a school judged good for overall effectiveness before September 2024: Woodside Primary School

Morland Road, Croydon, Surrey CR0 6NF

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Inspection dates:

1 and 2 April 2025

## Outcome

Woodside Primary School has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of the school is Imandeep Atwal. This school is part of the Inspire Partnership 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), Rob Carpenter, and overseen by a board of trustees, chaired by Andrew Lawrence

## What is it like to attend this school?

Pupils are happy, enjoy learning and feel safe at school. They know they have trusted adults that they can talk to about worries or concerns. This school inspires pupils to love learning. There are high expectations for all pupils to be successful. Pupils understand these expectations. This begins in the early years as children, including two-year-olds, settle quickly and achieve well. The school's high ambition for pupils is reflected in the quality of pupils' work around the school.

Pupils, in class and during breaktimes, are polite and respectful towards each other, school staff and visitors. They understand and celebrate the school's values such as resilience and kindness. At social times, pupils play happily and enjoy the quality activities, including a range of organised sports. Pupils and parents and carers are clear that staff deal with any bullying rapidly and fairly.

The school enriches the curriculum and brings it to life for pupils. Pupils enjoy the many extra activities, including the opportunity to visit special places. These include places of worship in religious education. Pupils value the inspiring visitors who come into school, for instance sports coaches who extend the physical education curriculum. Such activities develop pupils' self-confidence and improve social skills.

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

The school's curriculum is ambitious and designed to meet the needs of all pupils,

including provision for two-year-olds. Children build securely on the basics learned in Nursery and Reception. The curriculum in the early years has been carefully designed. It is clear how pupils' learning builds up step by step and deepens over time. For example, in mathematics, children in the early years develop a deep understanding of number patterns. Older pupils build on this knowledge and solve problems with mathematical diagrams.

Teachers have strong subject knowledge. They expertly model and explain new knowledge to pupils in clear steps. In a minority of subjects, key knowledge is not identified with the same degree of precision to clearly define what pupils should know and when they should learn it. This prevents some pupils, particularly disadvantaged pupils, from building the depth of knowledge they need.

Reading is a high priority. The school has identified that children start school with gaps in their communication and language skills. The early years curriculum is language-rich, which helps children understand and use the key vocabulary they need to succeed in Year 1. The school diligently tracks the progress pupils make in learning their phonics. Well-trained staff identify those who fall behind and provide extra help, so they catch up rapidly.

Pupils with special educational needs and/or disabilities (SEND) are carefully identified by the school. Staff adapt most learning activities so that pupils experience the same curriculum as their peers. Pupils with specific needs receive an appropriate bespoke programme. The school works closely with many external agencies to successfully support pupils with SEND.

Pupils' behaviour and attitudes to learning are positive. Pupils are motivated and ready to learn. They understand the strategies in place to help them. For example, they use classroom displays to remind them about dealing with anxiety. As a result, they concentrate well. Attendance is continuing to improve. The school has introduced effective strategies to improve attendance and liaises with parents and carers to ensure that attendance is improving.

The school has carefully considered the personal development and well-being of pupils. As a result, pupils are clear about the rule of law and wider fundamental British values. They know equality is important. Pupils know how to keep themselves safe, including online.

Leaders, including trust members and those responsible for governance, give clear strategic direction. They challenge and support the school in equal measure, where they keep a close eye on school performance. They discharge their legal duties effectively.

## **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 few subjects, the school has not identified with enough precision the knowledge it wants pupils to know and remember. As a result, some pupils, particularly disadvantaged pupils, are less well prepared for future learning. The school needs to support and develop leaders to clearly define what pupils should know and when they should learn it in all subjects.

## Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour, or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in June 2019.

## 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>	143178
<b>Local authority</b>	Croydon
<b>Inspection number</b>	10346028
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	515
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Andrew Lawrence
<b>CEO of the trust</b>	Rob Carpenter
<b>Headteacher</b>	Iman Atwal
<b>Website</b>	<a href="http://www.woodside.croydon.sch.uk">www.woodside.croydon.sch.uk</a>
<b>Dates of previous inspection</b>	11 and 12 June 2019, under section 5 of the Education Act 2005

## Information about this school

- This school joined the Inspire Partnership Academy Trust in September 2020.
- The headteacher of the school started his role in September 2023.
- The school does not make use of any alternative provision.

## Information about this inspection

- 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. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with senior leaders from the school, as well as representatives from the governing body and trust executive team.
- The inspector visited a sample of lessons, spoke with some pupils about their learning

and looked at samples of pupils' work.

- The inspector considered the provision for pupils with SEND.
- The inspector discussed pupils' attendance and behaviour with school leaders.
- The inspector considered the views of parents who responded to Ofsted Parent View, including any free-text comments.
- The inspector held discussions with staff and pupils.
- The inspector considered a wide range of evidence, including the documents published on the school's website.
- To evaluate the effectiveness of safeguarding, the inspector 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**

Phil Garnham, lead inspector

His Majesty's Inspector

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