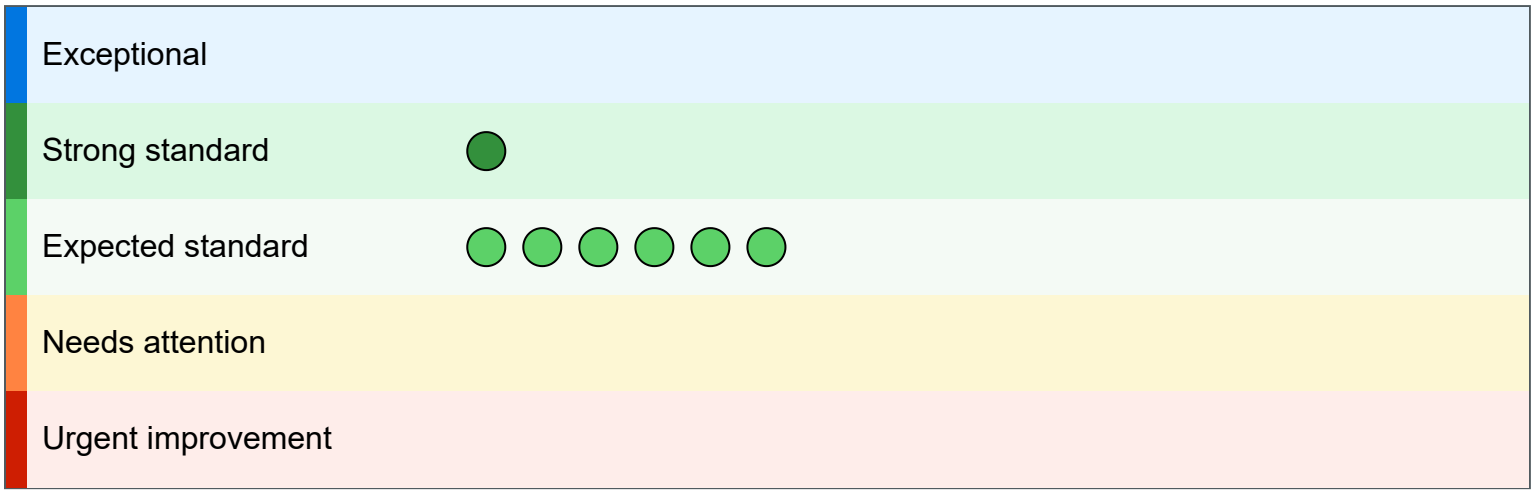
Woodstock Primary Academy

Address: Hattern Avenue, Leicester, Leicestershire, LE4 2GZ

Unique reference number (URN): 143246

Inspection report: 8 September 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Early years

Strong standard

Early years is a strength of the school. Children thrive in a calm, nurturing and purposeful environment. They feel safe, valued and ready to learn. High expectations and well-established routines help children settle quickly, develop confidence and become increasingly independent.

The curriculum is carefully designed to meet children's needs and provides a strong foundation for future learning. Learning is sequenced effectively, enabling children to build knowledge and skills across all areas of learning very well. Staff identify and address barriers to learning well, particularly for children with weaknesses in communication, language and personal development.

Teaching is consistently effective. Staff promote communication and language through skilled questioning, clear modelling and purposeful interactions. This extends children's thinking and deepens learning. This supports children to communicate and listen well, sharing their ideas with increasing assurance.

Staff know children well and adapt support effectively to meet individual needs. Targeted interventions and strong relationships ensure that children with special educational needs and/or disabilities, disadvantaged pupils and pupils known or previously known to social care access the curriculum successfully.

Children achieve well from their starting points, acquiring the knowledge, skills and behaviours needed for Year 1. Children are very well prepared for the next stage of education.

Expected standard

Achievement

Expected standard

Since the previous inspection, leaders have taken effective action to strengthen reading, writing and mathematics.

Children get off to a secure start in the early years. Most children develop the knowledge and skills they need for the next stage of learning. Pupils across all phases now achieve better outcomes because teaching and the curriculum have significantly improved. Disadvantaged pupils achieve higher than in the past because leaders provide better-targeted support. Most pupils with special educational needs and/or disabilities access the same ambitious curriculum as their peers and usually achieve the intended learning goals. Pupils who speak English as an additional language achieve particularly well.

Pupils take pride in their work and are well prepared for the next stage of education. In the wider curriculum, some pupils do not remember important knowledge or achieve as well as they could.

Attendance and behaviour

Expected standard

Leaders make attendance a high priority. They work closely with families and use a range of support to help pupils attend regularly. As a result, overall attendance has risen while persistent absence has fallen. Leaders understand the barriers that affect some pupils' attendance and adapt their approach to meet families' needs. Leaders regularly review attendance information and evaluate the impact of their actions. This helps them respond quickly when concerns emerge. Attendance continues to improve, although leaders recognise that challenges remain. Persistent absence is still higher than leaders want it to be.

Leaders have established clear behaviour expectations. Staff apply these consistently. Pupils learn in a positive and supportive environment. They behave well and the majority show positive attitudes to learning. Leaders monitor behaviour and use this information to provide additional support when needed. Staff respond quickly to any incidents of bullying or discrimination. Leaders take effective action to keep pupils safe and ensure that everyone feels included and respected. Staff work with a range of external agencies to provide tailored support for pupils who need help managing their behaviour and emotions. As a result, suspensions have reduced significantly.

Curriculum and teaching

Expected standard

Leaders have designed a clear and ambitious curriculum. They place a strong focus on reading, phonics and mathematics. Staff teach phonics consistently well, and pupils take part with confidence and enthusiasm. This includes pupils with additional needs. Some pupils benefit from effective one-to-one reading support, which strengthens their confidence and progress. The school promotes reading well through its library, reading cafés and daily reading opportunities. As a result, pupils have positive attitudes to reading.

In mathematics, teachers use precise mathematical language and provide regular opportunities for pupils to recall prior learning. Staff identify misconceptions and provide extra help when needed. This helps pupils build mathematical fluency and confidence.

Across the wider curriculum, teachers demonstrate secure subject knowledge. They explain learning clearly and model tasks well. Staff place an emphasis on helping pupils secure the knowledge and skills they need before moving on. However, the quality of teaching across the wider subjects is less consistent than in reading, phonics and mathematics. As a result, some pupils, including pupils with special educational needs and/or disabilities, disadvantaged pupils and pupils known or previously known to social care, cannot explain or remember important knowledge and do not achieve as well as they could.

Inclusion

Expected standard

Leaders are ambitious for all pupils. Staff identify pupils' needs early through assessment, professional expertise, work with families and advice from external specialists. Leaders act quickly to remove barriers to learning and provide the right support for each pupil.

Leaders' working partnerships with a range of external agencies help staff to adapt support to meet pupils' individual needs. Leaders also provide effective support for pupils who are known or previously known to social care. Leaders' decision-making keeps pupils' best interests at the centre of their work.

The majority of pupils with special educational needs and/or disabilities (SEND) access the same ambitious curriculum as their peers. Staff adapt learning and use a range of resources, which help pupils to access tasks. Some pupils benefit from more targeted support in a range of learning spaces that are separate to the main classroom. This supports these pupils to develop greater independence and improve their self-regulation.

Leaders use additional funding well. They ensure that disadvantaged pupils can take part in wider enrichment opportunities. Funding has supported improvements in phonics, writing, attendance and wellbeing.

Leaders monitor the school's provision regularly. However, they do not track precisely enough the impact for pupils with SEND and disadvantaged pupils.

Leadership and governance

Expected standard

Leaders have created a positive and inclusive culture where pupils come first. Leaders understand the school's strengths and challenges well. They evaluate the school's work accurately. As a result, they have secured significant improvements in reading, achievement, attendance, behaviour and personal development. Leaders, governors and trustees have a clear understanding of the school's next priorities. They recognise the importance of sustaining recent improvements over time.

Leaders prioritise professional learning. They invest in staff development to build expertise across the school. This has improved the quality of teaching and strengthened leadership at all levels. Staff speak positively about the support they receive and value the guidance leaders provide. Leaders also consider staff wellbeing carefully. They create a culture where staff feel respected, listened to and supported.

Trust leaders provide effective support, challenge and expertise. They share ambitious expectations for pupils and help leaders strengthen the school's work. This partnership has increased leadership capacity and helped to drive improvement.

Those responsible for governance provide both support and challenge. They fulfil their statutory duties effectively and maintain a clear focus on improving outcomes for all pupils, especially those with special educational needs and/or disabilities (SEND), disadvantaged pupils and those known or previously known to social care.

Leaders engage well with parents, professionals and the wider community. Parents value the school's inclusive approach. Many parents recognise the care that leaders show for pupils, particularly those with SEND and other additional needs.

Personal development and wellbeing

Expected standard

Leaders place personal development and wellbeing at the heart of the school's work. They have created an inclusive environment where pupils feel welcome, valued and supported. Warm relationships between staff and pupils help pupils feel safe and develop a strong sense of belonging. The school's values shape daily life and help pupils understand how to treat others with kindness and respect.

Leaders plan personal development carefully from the early years onwards. Pupils learn to become confident, resilient and independent from a young age. Pupils develop their social, moral, spiritual and cultural understanding through lessons, assemblies, enrichment activities and wider school experiences. Reading cafés and family engagement events strengthen links with families and support pupils' wider development.

The school teaches about relationships, health, wellbeing and online safety effectively. Pupils understand how to keep themselves safe online and offline. They know who to speak to if they have a concern. Pupils learn about diversity, equality and respect for others. They develop an age-appropriate understanding of different types of relationship.

Leaders ensure that all pupils can take part in the personal development programme. Staff adapt support and resources so that pupils with special educational needs and/or disabilities can access the same learning opportunities as their peers. Leaders monitor participation carefully to ensure that clubs, visits, leadership opportunities and enrichment activities remain open to all pupils, including disadvantaged pupils.

Pastoral support is a significant strength. Staff provide timely and effective support for both pupils and families. This helps pupils to overcome individual challenges and be successfully involved in all aspects of school life.

Some pupils' knowledge across the personal, social, health and economic education, relationships and sex education curriculum is not secure and detailed.

What it's like to be a pupil at this school

This is a welcoming and caring school. Pupils enjoy being part of the school community. Pupils say they feel safe and know who to talk to if they are worried. Relationships are warm and respectful. Pupils feel that everyone is welcome and that differences are accepted. The school works closely with families and outside agencies to ensure that pupils, including those known or previously known to social care, receive the support they need, both in and beyond the classroom.

Pupils learn about healthy relationships, diversity, online safety and how to treat others fairly. They understand that bullying is not tolerated and are confident that adults deal with

problems quickly and effectively. Pupils describe behaviour as calm and positive. Classrooms are calm and purposeful. Pupils follow the school's expectations. They take pride in their learning. This is reflected in how pupils present their learning in books. Reading is an important part of school life. Pupils enjoy accessing the library and reading cafés. Younger children benefit from effective phonics teaching, which helps them learn to read successfully.

Pupils achieve increasingly well across the curriculum. Outcomes in national tests in writing, mathematics and grammar are improving. Many pupils, including disadvantaged pupils and those who speak English as an additional language, achieve well. Children in the early years make strong progress from often very low starting points. They develop the language, independence and confidence needed for future learning.

Pupils with special educational needs and/or disabilities receive appropriate support and are fully included in all aspects of school life. Disadvantaged pupils benefit from a wide range of opportunities, and leaders ensure that financial circumstances do not prevent any pupil from taking part in trips, clubs and enrichment activities. Pupils are proud of their pupil leadership roles, such as being a reading ambassador.

Next steps

- Leaders should sustain their focus on improving attendance so that recent gains are secured, attendance continues to rise and persistent absence continues to reduce for all groups of pupils.
- Leaders should refine systems for identifying, planning and evaluating the support for pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils, so that provision is consistently targeted and its impact measured.
- Leaders should strengthen the precision of their monitoring of curriculum implementation so that high-quality teaching is consistently embedded across the school so that more pupils, in particular those with SEND, achieve consistently well from their relative starting points.

About this inspection

This school is part of Learning Without Limits 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), John Henrys, and overseen by a board of trustees, chaired by Ruth Ingman.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty’s Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors met with various senior leaders, members of the trust board and governing body and other trust representatives, including the CEO.

The inspectors confirmed the following information about the school:

The school does not currently use any alternative provision.

Principal : Louise Stapleford

Lead inspector:
Luella Dhoore, His Majesty's Inspector

Team inspectors:
Halil Tamgumus, Ofsted Inspector
Stacey Carr, His Majesty's Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 8 September 2026

School and pupil context

Total pupils

328
Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 268

School capacity

450
Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

44.81%
Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

Pupils with an education, health and care (EHC) plan

0.61%
Well below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 4.1%

Pupils with special educational needs (SEN) support

25.00%
Well above average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Well above average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	40%	61%	Below
2024/25 (final)	52%	62%	Below
2023/24 (final)	43%	61%	Below
2022/23 (final)	25%	60%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	54%	74%	Below
2024/25 (final)	69%	75%	Below
2023/24 (final)	57%	74%	Below
2022/23 (final)	38%	73%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	62%	72%	Below
2024/25 (final)	69%	72%	Close to average
2023/24 (final)	66%	72%	Close to average
2022/23 (final)	52%	71%	Below

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	50%	73%	Below
2024/25 (final)	65%	74%	Below
2023/24 (final)	47%	73%	Below
2022/23 (final)	40%	73%	Below

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	28%	46%	Below
2024/25 (final)	37%	47%	Close to average
2023/24 (final)	27%	46%	Below
2022/23 (final)	20%	44%	Below

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	46%	62%	Below
2024/25 (final)	63%	63%	Close to average
2023/24 (final)	45%	62%	Below
2022/23 (final)	30%	60%	Below

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	49%	59%	Below
2024/25 (final)	57%	59%	Close to average
2023/24 (final)	58%	58%	Close to average
2022/23 (final)	33%	58%	Below

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	37%	60%	Below
2024/25 (final)	50%	61%	Close to average
2023/24 (final)	33%	59%	Below
2022/23 (final)	27%	59%	Below

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	28%	68%	-40 pp
2024/25 (final)	37%	69%	-33 pp
2023/24 (final)	27%	67%	-40 pp
2022/23 (final)	20%	66%	-46 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	46%	80%	-33 pp
2024/25 (final)	63%	81%	-17 pp
2023/24 (final)	45%	80%	-34 pp
2022/23 (final)	30%	78%	-48 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	49%	78%	-28 pp
2024/25 (final)	57%	78%	-22 pp
2023/24 (final)	58%	78%	-20 pp
2022/23 (final)	33%	77%	-44 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	37%	80%	-43 pp
2024/25 (final)	50%	81%	-31 pp
2023/24 (final)	33%	79%	-46 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	27%	79%	-53 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	7.5%	5.2%	Above
2023/24 (3 term)	8.2%	5.5%	Above
2022/23 (3 term)	7.1%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	22.5%	13.0%	Above
2023/24 (3 term)	27.4%	14.6%	Above
2022/23 (3 term)	21.1%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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