

TRUST SCHOOL EFFECTIVENESS REPORT 2024/2025

Primary School

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| School Name | | Woolden Hill Primary | Ofsted Grade | Good | Year | 2025 | Expected | 2029 |
| Trust School Improvement Partner | | Halil Tamgumus | | | | | | |
| Head Teacher | | Candi Norman | | | | | | |
| Attainment | School | Trust | LA | National | Trust School Audits | | | |
| Year 6 R,W & M | 56% | 66% | 63% | 62% | Safeguarding | | Good | |
| Year 6 Reading | 62% | 77% | 77% | 75% | Health and Safety | | Good | |
| Year 6 Writing | 79% | 75% | 73% | 72% | Behaviour | | Expected | |
| Year 6 Maths | 65.5% | 77% | 76% | 74% | Advisory Board | | | |
| Year 4 Tables | 43% | 56% | 33% | 34% | Attendance | | 100% | |
| Year 1 Phonics | 90% | 84% | 82% | 80% | Vacancies | | 0 | |
| Early Years Good Level of Development | | 83% | 73% | 70% | 67.7% | | | |
| Pupil Attendance | School | Trust | LA | National | Trust Support Received | | | |
| Attendance | 95.8% | 94.7% | 94.6% | 94.8% | <ul style="list-style-type: none"> SEND support from Networks to support new SENDCo in writing funding applications. EYFS support to develop preschool into new base and ensure learning environment supports all pupil needs. Discovery Educational Psychology support on precision teaching to enhance intervention planning. Governance support for Headteacher through parental conduct policy development | | | |
| Persistent Absence | 7.1% | 12.6% | 14.7% | 13.5% | | | | |
| Unauthorised | 1% | 1.5% | 1.9% | 1.5% | | | | |
| Authorised | 4.2% | 3.5% | 3.5% | 3.7% | | | | |
| School Progress Over Time 95.5% 2024/25 95.4% - 2023/24 | | | | | | | | |
| Trust Review | Strengths | | | | Action Areas | | | |
| Good | <ul style="list-style-type: none"> Consistent and reflective approach to developing the curriculum. Use of technology to support maths teaching is strong. Pupils have a good attitude to their learning. Pupils take pride in their work. | | | | <ul style="list-style-type: none"> Use RWInc portal to train all staff across the school to embed practice in Key Stage 2. Use of adaptive toolkit to enhance the SEND offer including the use of technology to support this group. Ensure all cover staff understand the links between activities in continuous provision. Support parents with home reading to enable them to feel confident when reading with their children. | | | |
| External Support Received | <ul style="list-style-type: none"> English Hub: reading review Developing Writing Curriculum Religious Education curriculum development: RE Online Phonics Portal from RWinc to support development. | | | | | | | |
| Parents Survey Overview | Out Of Responses Received | | | | | +ive | N | -ive |
| | How optimistic do you feel about your child's progress at school? | | | | | 71% | 16% | 13% |
| | How satisfied are you with the school's efforts to engage you as parents? | | | | | 71% | 20% | 9% |
| How likely are you to recommend this school to other parents? | | | | | 90% | 2% | 8% | |
| Accreditations | Microsoft Showcase | SWGFL 360 Safe | | | | | | |
| Achievements | Runners up in Charnwood School games | | | | | | | |
| Trust Support for Current Year | School Improvement visits each half term Pedtech Lead Support EYFS support | | | | | | | |

| Understanding this Information | |
|---------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Ofsted | Office for Standards in Education inspects the standard of education provided by a school |
| SIAMS | Statutory Inspection of Anglican and Methodist Schools. Evaluates how the school's Christian vision impacts pupils and adults, |
| Attainment | This section compares our school data against the Discovery Trust schools, local authority, and national averages for Y6 outcomes, Y4 Times tables check and Y1 phonics check. This data is based on test outcomes. |
| Year 6 R, W, M | This indicates the % of children that reached the expected standard and above in all three core subject areas – reading, writing and maths. This is referred to as the combined score. |
| Good Level of Development | Based on teacher assessment against a set of key early learning goals at the end of Foundation Stage. |
| Attendance | The data table covers attendance including unauthorised attendance and persistent absence – pupils missing 10% or more of sessions in a term |
| Trust School Audits | These are key audits which are carried out externally to the school by lead professionals within the Trust. |
| Advisory Board | This indicates the attendance figures for the Advisory Board meetings and whether there are any vacancies on the school advisory board. |
| Trust Support Received | This section indicates the primary areas of support the school has received over the previous academic year by the Trust. Some of these areas may be linked to the school's improvement plan or post Ofsted action plan. |
| Trust Review | This section outlines the strengths and areas of development identified in the schools most recent review conducted by the Education Team within the Trust. These actions help inform the school's improvement plan. |
| External Support | This section outlines partnerships/support the school has received over the previous academic year from organisations outside of the Trust. |
| Parent Survey Overview | This section gives an overview of the responses received in the most recent Ofsted Parent View and Trust Edurio Parent Survey. |
| Accreditations | These are awards and accreditations the school has achieved over the previous academic year. |
| Trust support for current year | This section outlines the support being provided by the Trust for the coming academic year. |