

Inspection of Wood Field Primary School

Stanley Park Road, Carshalton SM5 3HW

Inspection dates:	24 and 25 June 2025
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Laura Rodger. This school is part of the Greenshaw Learning 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), Will Smith, and overseen by a board of trustees, chaired by Anne Spackman.

What is it like to attend this school?

This is a vibrant, happy and inclusive school. Staff have consistently high expectations of what pupils can achieve, underpinned by the school's motto 'We are limitless'. Relationships are warm and nurturing. From the beginning, in the early years, children settle quickly into routines and show curiosity in their learning. Pupils have highly positive attitudes. They are kind, respectful and supportive towards each other.

The school's curriculum is broad and stimulating. Pupils achieve extremely well across the subjects they study. Pupils with special educational needs and/or disabilities (SEND) receive highly effective support when they need it. The school's specialist resource provision, 'Oak Field', ensures that pupils follow an exceptionally well-designed curriculum suited to their needs.

Pupils benefit from the rich range of clubs and activities the school offers, including chess, football and crochet. They make a tangible contribution to the life of the school. Older pupils take up responsibilities such as playground monitors, school councillors and librarians, acting as excellent role models for their younger peers.

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

The school is highly aspirational. The ambitious curriculum goes beyond the scope of what is expected nationally. This is underpinned by shared values, based on an inclusive and high-quality education for all pupils. The school gives careful consideration to the knowledge that pupils will learn. The curriculum is ordered logically. This means that pupils build their knowledge securely and make connections in their learning. For example, pupils in the early years develop their knowledge of numbers which prepares them very well for learning mathematics in Year 1. Pupils learn to write fluently because the school supports them to develop their handwriting and spelling skills systematically.

Teachers have strong subject knowledge. They present ideas and information clearly. They address any misconceptions pupils may have before moving on in the curriculum. Staff ensure that pupils have helpful opportunities to discuss and debate what they are learning. They benefit from the school and trust's focus on highly effective development opportunities. This means they have the expertise to implement the curriculum to a consistently high standard.

The school has made reading the cornerstone of the curriculum. From Reception, children learn to read skilfully using phonics. Staff deliver the school's reading programme consistently well. Pupils at the early stages of reading gain confidence and fluency swiftly. The school checks that pupils are on track and gives them the support they need to read with increasing independence. Pupils in the specialist resource provision benefit from starting by developing their knowledge of the sounds that letters make, through joining in with stories, rhymes and songs. The school promotes pupils' love of reading. Pupils develop an appreciation of high quality, diverse books through their visits to the local library and meeting authors in school.

The school identifies the needs of pupils with SEND accurately. Staff use this information to adapt resources and activities skilfully, to meet pupils' needs. Staff are highly ambitious for pupils. They work closely with external professionals to ensure that their support is of a high standard. Pupils in the specialist resource provision follow a well-sequenced curriculum. This enables them to develop their language and communication skills, as well as learning an appropriate range of subjects.

Staff have consistently high expectations of pupils' behaviour. Pupils are courteous, considerate and keen to do well. When pupils struggle to manage their behaviour or emotions, staff provide helpful and effective support. The school places a high priority on ensuring that pupils come to school regularly and on time. Staff have taken a range of effective actions to raise attendance and reduce persistent absence, including working closely with families and external agencies.

The school's personal development programme for pupils is exemplary. This is underpinned by a clear focus on developing 'pupil qualities' which include being 'inquisitive, respectful and worldly'. Pupils benefit from meaningful activities linked to the subjects they are learning, such as visiting a local gurdwara, a national art museum and completing geography field work. They develop resilience, confidence and independence throughout their time at the school. They appreciate difference in the school community and in the world.

Governors and trust leaders share the high ambitions of staff. They aspire for pupils to achieve highly and to become responsible citizens who contribute actively to society. They have an accurate understanding of the school's strengths and areas for development. Governors fulfil their statutory duties and hold leaders to account for the school's effectiveness.

Safeguarding

The arrangements for safeguarding are effective.

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

Unique reference number	149360
Local authority	Sutton
Inspection number	10379182
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	679
Appropriate authority	Board of trustees
Chair of trust	Anne Spackman
CEO of the trust	William Smith
Headteacher	Laura Rodger
Website	www.woodfieldprimary.com
Dates of previous inspection	Not previously inspected

Information about this school

- The school opened in September 2022.
- The school has a specialist resource provision which caters for pupils with autism. At the time of the inspection, 58 pupils attended this provision.
- The school uses one registered alternative provision.

Information about this inspection

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 leaders and have taken that into account in their evaluation of the school.
- During the inspection, inspectors held meetings with the headteacher and other senior leaders. Inspectors met with trust board members, local governors and representatives from the trust and the local authority.
- Inspectors carried out deep dives in these subjects: reading, mathematics, geography, languages and music. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers, spoke with pupils about their learning and looked at samples of their work. Inspectors also considered the curriculum in some other subjects.
- 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.
- The inspector gathered the views of pupils, parents and staff through discussions and responses to Ofsted's online surveys.

Inspection team

Russell Bennett, lead inspector	His Majesty's Inspector
Dr Ogugua Okolo-Angus	Ofsted Inspector
Dave Collins	Ofsted Inspector
Brian Simber	Ofsted Inspector

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