

Woodgate Primary Academy

Address: 41 Bellevue Farm Road, Pease Pottage, Crawley, West Sussex, RH11 9GT

Unique reference number (URN): 149522

Inspection report: 21 April 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

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.

Expected standard

Attendance and behaviour

Expected standard 

Pupils attend well. Leaders set a clear strategy for attendance and behaviour. Leaders work closely with families and the local community. They act early to find and remove barriers to regular attendance. Staff follow the strategy with care and consistency. Pupils understand why attendance matters. Leaders, governors and trustees check attendance closely. Attendance has improved and recently persistent absence has fallen. This work supports pupils who face the greatest barriers to school, including pupils with special educational needs and/or disabilities (SEND) and pupils who are disadvantaged. Where attendance was low, leaders have taken effective action and secured clear improvement. This work must be sustained to have a consistent highly positive impact.

The school does not tolerate bullying or discrimination of any type. Staff deal with any concerns quickly and consistently, both online and offline. They teach pupils why bullying and discrimination are wrong. They focus on teaching pupils positive behaviour and set clear expectations for conduct, known as the 'Woodgate Golden Standard'. Adaptations for pupils with SEND meet needs well. Pastoral support helps pupils feel safe and ready to learn. Classrooms are calm and orderly spaces. Pupils show positive attitudes to learning and to each other. They enjoy playtimes and use equipment and space well. Pupils follow routines well in lessons and at play times. These inclusive approaches help all pupils behave well and take pride in their school.

Early years

Expected standard 

Leaders provide clear and confident leadership in the early years. They articulate a strong vision for high quality provision across Nursery and Reception. Leaders implement a well-sequenced curriculum that builds knowledge and skills from the start. The curriculum makes deliberate choices for early reading, writing and mathematics. It also strengthens language, creativity and positive relationships. Most staff use their training effectively. They model language, extend thinking and encourage talk and imaginative play. They check what children know and remember. They identify and correct misconceptions quickly. Staff use this information to plan next steps and select the right activities and vocabulary for future learning. Children apply their learning with growing confidence and independence. Consequently, over time, an increasing proportion of children reach the expected standard at the end of Reception. Outcomes now sit broadly in line with national averages. Children feel happy, safe and settled in both classes. Staff monitor welfare and wellbeing consistently and respond well to need. Leaders have robust systems to identify children who require additional support. Staff act early to support children with special educational needs and/or disabilities and those who need extra help. Inclusive practice removes barriers to learning. As a result, children make secure progress from their starting points and thrive in the early years.

Inclusion

Expected standard 

The school puts pupils first. It has an inclusive culture. This culture guides leaders' decisions. Leaders identify pupils' needs early. They assess these needs carefully and put

support in place quickly. This support reduces barriers to learning and wellbeing effectively. Leaders support disadvantaged pupils well. They use additional funding carefully and track its impact closely. This ensures a positive effect on pupils. The trust and governors are highly effective at monitoring this work.

Staff support pupils with special educational needs and/or disabilities well. The training links closely to classroom practice. Staff apply this training in lessons. Their support matches planned provision. The school has focused on improving this with ongoing professional development for all staff. Leaders have clear systems in place for working with pupils and families. They support pupils with complex emotional needs effectively. The school provides robust support for emotional regulation. It offers quiet spaces and encourages reflective practice with pupils and staff. Consequently, staff build positive and nurturing relationships with pupils. Staff support pupils with other barriers well. These include physical needs, attendance issues and gaps in learning. Pupils feel included in all aspects of school life.

Leadership and governance

Expected standard 

Leaders understand the school well and know its strengths. They identify clear priorities for improvement and take action. They use effective monitoring systems to guide their work. These systems include internal checks and supportive trust led reviews. They help leaders make informed decisions about resources, staff training and the curriculum. These decisions improve pupils' experiences and outcomes. Leaders and those responsible for governance meet their statutory duties. They check how resources are managed and used. They hold leaders to account and provide support and challenge. This work helps the school improve over time. Leaders and governors make decisions in the best interests of pupils. They keep a clear focus on disadvantaged pupils and those with special educational needs and/or disabilities. They consider carefully pupils who face other barriers to learning or wellbeing. Leaders ensure all staff access a high-quality professional learning programme. This programme is evidence informed and well planned. It is sustained over time and helps staff build expertise. It includes early career teachers and trainee leaders. Leaders support staff wellbeing in their decisions. They think carefully about workload. Staff feel supported and able to carry out their roles. This approach helps staff improve their practice and supports pupils' learning and wellbeing.

Personal development and wellbeing

Expected standard 

Leaders place personal development and wellbeing at the centre of school life. They lead this work with clear purpose and shared values. The personal development programme builds pupils' social, moral, spiritual and cultural understanding in a planned and thoughtful way. Pupils learn about different faiths, cultures and beliefs. They visit places of worship and learn about festivals and celebrations from many communities.

Leaders help pupils and families build a shared sense of community within the new local area. The school teaches British values and protected characteristics clearly. This teaching sits within a well sequenced personal, social and health education (PSHE) curriculum and staff reinforce it across the school. Pupils also learn through visits, visitors and leadership roles. The relationships and sex education and health education curriculum meets pupils' needs well. Staff teach sensitive and complex ideas, such as consent, with clarity.

Pupils learn how to keep themselves safe online and offline. They know how to make good choices that protect their wellbeing. All pupils access this work, including pupils with special educational needs and/or disabilities (SEND). Staff remove barriers so pupils take part fully and equally. Pupils value the wide range of trips, experiences and clubs. They enjoy developing interests and talents beyond lessons. The morning choir sessions show high levels of commitment and success. Pupils speak with pride about these sessions. Residential trips help pupils grow in confidence and independence. Pupils see these experiences as steps towards adult life. This includes pupils with SEND, who join in alongside their peers with the right support. Effective pastoral systems support this work. Staff know pupils well and listen carefully to them. Pupils feel heard, supported and respected. This approach helps pupils manage challenges and build resilience. Leaders use this work well to reduce suspensions, especially for disadvantaged pupils. Their approach supports effective use of pupil premium funding and strengthens pupils' wellbeing across the school.

Needs attention

Achievement

Needs attention 

Pupils do not yet achieve as well as they could. Across the curriculum, pupils build and secure knowledge and skills, but gaps remain in the basic knowledge pupils need to build their learning, especially in writing. This limits how well outcomes match national averages. Broadly pupils make academic progress from their starting points. Pupils with special educational needs and/or disabilities and those who face disadvantage make secure progress in emotional regulation and readiness to learn. This supports pupils to learn and achieve across the curriculum. These pupils move forward from their individual starting points because staff meet their needs well. However, weaknesses in essential knowledge, such as spelling and handwriting, slow progress for some pupils. As a result, not all pupils are fully ready for their next steps. Leaders recognise these issues and are working to strengthen the essential knowledge pupils need, particularly in writing, so pupils can achieve better outcomes and prepare more securely for the future.

Curriculum and teaching

Needs attention 

Staff sometimes do not address basic errors in pupils' handwriting and spelling sufficiently well or rapidly enough. This includes how they hold a pen or pencil. As a result, some mistakes last for too long. Leaders know this needs to improve and have taken positive action. This work has not yet had its full impact in classrooms, however. Leaders give clear direction for the curriculum and teaching. The curriculum is broad and balanced. It matches the national curriculum well and helps pupils largely build secure foundations.

Staff receive high-quality training, especially in reading and mathematics and typically use this training in lessons. Pupils learn to read in a clear and step-by-step way. They learn sounds in order and build their understanding of what they read. Mathematics teaching starts well in the early years. It helps pupils develop mental arithmetic and written methods over time. Staff check learning more carefully in these subjects. This helps pupils make better progress from where they start. Many pupils have special educational needs and/or

disabilities or other disadvantages. Staff give these pupils focused and effective support. This inclusive teaching helps them take part in lessons and learn key knowledge and skills.

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

Pupils benefit from being able to regulate, reflect and build confidence. Staff help pupils manage feelings and develop positive behaviour. Pupils know they have safe spaces to share worries and thoughts. Staff build trust through daily care and calm support, which pupils value. The school celebrates pupils' achievements. This motivates pupils to try hard and feel proud. Pupils show positive attitudes towards school and towards each other. Pupils with special educational needs and/or disabilities benefit from this approach. Staff support them to take part fully in daily school life. These pupils feel accepted, understood and valued by staff and peers. They build confidence and a sense of belonging through shared experiences beyond lessons including taking care of Frank, the school's charismatic tortoise.

Pupils feel safe in school and do not worry about bullying or other negative behaviours. They trust staff to act if a problem arises and know that adults will listen and respond quickly. Pupils play together positively. They use materials and resources creatively to act out stories and build imaginative games. Pupils attend more regularly than in the past. They feel welcomed and motivated to come to school and enjoy their learning and relationships. Disadvantaged pupils now attend more often, which supports them to take part more consistently in school life.

Pupils enjoy their learning and experience a broad curriculum. They build knowledge and are rightly proud of their learning. However, some pupils do not achieve well enough overall and for some pupils this includes weaknesses in their writing. Barriers to learning are not removed consistently enough for some pupils, and some have gaps in their knowledge that do not close quickly. Pupils' positive attitudes to learning are not yet reflected in their academic outcomes and in some cases this limits how well prepared some pupils are for their next steps.

Next steps

- Leaders must ensure that staff continue to embed and secure foundations in spelling, handwriting and grammar so that pupils can access the rest of the curriculum and gain later academic success.
 - Leaders must make sure pupils continue to make positive progress from their starting points, that enables them to produce high-quality work across the curriculum and where appropriate achieve well in national tests and examinations.
 - Leaders must sustain improvements in attendance and ensure that high attendance is consistently promoted for all pupils.
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About this inspection

This school is part of the Sussex 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, Jonathan Morris, and overseen by a board of trustees, chaired by Jonathan Ash-Edwards.

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 (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMI.

Inspectors spoke with pupils, school leaders, staff, governors, trustees and parents during the inspection.

The inspectors confirmed the following information about the school:

The school currently does not use any alternative provision.

Headteacher : Sarah Neller

Lead inspector:

Toby Martlew, His Majesty's Inspector

Team inspector:

Sarah Martin, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 21 April 2026

School and pupil context

Total pupils

147

Below 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: 272

School capacity

105

Well below 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)

26.96%

Close to average

What does this mean?

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

National average: 26.3%

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

8.84%

Well above 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: 3.5%

Pupils with special educational needs (SEN) support

31.29%

Well above average

What does this mean?

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

National average: 15%

Location deprivation

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		61%	
2024/25 (revised)	50%	62%	Below
2023/24 (final)	25%	61%	Below
2022/23		60%	

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		74%	
2024/25 (revised)	92%	75%	Above
2023/24 (final)	83%	74%	Above
2022/23		73%	

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		72%	
2024/25 (revised)	50%	72%	Below
2023/24 (final)	33%	72%	Below
2022/23		71%	

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		73%	
2024/25 (revised)	75%	74%	Close to average
2023/24 (final)	42%	73%	Below
2022/23		73%	

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		46%	
2024/25 (revised)	17%	47%	Below
2023/24 (final)	14%	46%	Below
2022/23		44%	

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		62%	
2024/25 (revised)	83%	63%	Above
2023/24 (final)	86%	62%	Above
2022/23		60%	

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		59%	
2024/25 (revised)	17%	59%	Below
2023/24 (final)	29%	58%	Below
2022/23		58%	

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		60%	
2024/25 (revised)	50%	61%	Close to average
2023/24 (final)	14%	59%	Below
2022/23		59%	

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		68%	
2024/25 (revised)	17%	69%	-53 pp
2023/24 (final)	14%	67%	-53 pp
2022/23		66%	

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		80%	
2024/25 (revised)	83%	81%	3 pp
2023/24 (final)	86%	80%	6 pp
2022/23		78%	

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		78%	
2024/25 (revised)	17%	78%	-62 pp
2023/24 (final)	29%	78%	-49 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23		77%	

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		80%	
2024/25 (revised)	50%	81%	-31 pp
2023/24 (final)	14%	79%	-65 pp
2022/23		79%	

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 (2 term)	7.9%	5.2%	Above
2023/24 (3 term)	8.6%	5.5%	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 (2 term)	22.1%	13.3%	Above

Year	This school	National average	Compared with national average
2023/24 (3 term)	18.5%	14.6%	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.

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