

# Woodseats Primary School

Chesterfield Road, Sheffield, South Yorkshire, S8 0SB

## Inspection dates

7–8 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement.

- Teaching is not regularly good enough to raise standards throughout the school. Not enough pupils do better than expected for their age.
- Standards in mathematics are lower than in reading and writing. This is because not all pupils, from the Nursery class onwards, have a clear enough understanding of what numbers stand for.
- The work that pupils are given in lessons is sometimes too hard or too easy, particularly in mathematics, where pupils are often taught as a whole class. They sometimes spend too long practising things they already know which limits their progress.
- Sometimes the checks made on pupils' learning are not made early enough in mathematics lessons in order to correct mistakes and misunderstandings quickly.
- The questions that teachers ask are not always helping pupils to think more carefully about what they are learning or to help them use what they know to do harder work.
- There are not enough subject leaders and, therefore, not enough checks made on the quality of learning in subjects and how well pupils' literacy and numeracy skills are being applied in a range of subjects.
- The governing body does not have its own systems in place to check on the quality of pupils' learning and achievement.

### The school has the following strengths

- Teaching is improving and there are pockets of good practice throughout the school.
- The quality of pupils' handwriting and the presentation of their work are both good.
- Behaviour is good in lessons, at play and around the school.
- Parents and pupils agree that the school is a safe place.
- Pupils show a good awareness of how to stay safe in a variety of situations.

## Information about this inspection

- The inspectors observed teaching in all classes. They visited 23 lessons, of which five were joint observations with the Head of School and the inclusion manager.
- They held meetings with two groups of pupils, and with senior and middle leaders, the Chair of the Governing Body and two representatives of the local authority.
- The inspectors took into account the 35 responses to the on-line questionnaire (Parent View) in planning and carrying out the inspection.
- They observed the school's work, and scrutinised a range of documents including the school improvement plan, information about the progress of pupils in all year groups and records about attendance, behaviour and safeguarding.

## Inspection team

Lynne Blakelock, Lead inspector	Additional Inspector
James Reid	Additional Inspector
Jennifer Lawrence	Additional Inspector

## Full report

### Information about this school

- This is a very large primary school compared to others of its type.
- Most pupils are of White British heritage.
- The proportion of pupils known to be eligible for the pupil premium is below average.
- The proportion of pupils who are supported by school action is average. The proportion supported by school action plus or with a statement of special educational needs is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There have been seven headteachers in the last four years. The present head of school took up her post in September 2012 after holding the post of deputy headteacher. She is being supported by an executive headteacher for three days each week.
- A breakfast and after-school club is managed and run by an outside organisation called 'Woodies'. It provides weekday, term-time childcare, and a holiday club, and is inspected separately.

### What does the school need to do to improve further?

- Improve teaching so that most is good or better throughout the school, by making sure that:
  - pupils' work is at just the right level to help them to make quick progress and to enable a greater proportion to do better than expected for their age
  - the questions that teachers ask pupils help them to think more carefully and widely about their learning and help them to find out more.
- Raise standards in mathematics, particularly the proportion doing better than expected for their age, by ensuring that:
  - pupils understand fully what numbers stand for, from nursery onwards
  - teachers organise mathematics lessons so that all groups of pupils have teaching in each lesson that is just the right level for them and that really makes them think hard, and for pupils able to reach higher levels, requires them to use their skills to solve more difficult problems
  - the pace of learning is faster because pupils are not repeating over and over again what they already know
  - early checks are made in lessons of pupils' work so that any mistakes they make or misunderstandings they have are addressed quickly.
- Strengthen the impact of the school's leaders by ensuring that:
  - subject leaders are better equipped to check on and influence the quality of learning in their subjects and to take a lead in strengthening links between subjects
  - the governing body develops systems to check on the quality of the school's work for themselves and, in particular, the quality of pupils' learning and achievement.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Standards are average at the end of Year 6 in reading and writing and pupils' progress is adequate. However, standards are not improving quickly enough because teaching is not consistently good. Too few pupils reach standards higher than expected for their age, particularly in Key Stage 1 and in mathematics.
- Pupils consistently achieve less well in mathematics than in reading and writing, especially throughout Key Stage 1. At Key Stage 2, standards have improved. Evidence shows that progress is adequate in all year groups and for different groups of pupils and that currently, overall standards are in line with national expectations for age in Year 6.
- Children start and leave the Early Years Foundation Stage with skills that are typical for their age. Their progress through the Early Years Foundation Stage needs to improve. From the Nursery class onwards, some children do not regularly show a secure understanding of what numbers stand for and activities are not always planned carefully enough to interest them in counting. The children enjoy learning, including reading, and get lots of practice in sounding out letters and groups of letters.
- By the end of Key Stage 1, pupils reach average levels in reading and writing. Despite their skills in phonics (sounding out of groups of letters) being above average by the end of Year 1, their reading levels are only average by the end of Key Stage 1. This is due to pupils reading books sometimes that are too hard for them.
- In Key Stage 2, achievement also requires improvement because the quality of teaching remains variable. However, in lessons where teaching is good, pupils achieve well. In a Year 5 mathematics lesson, they made good progress in working out the information in a bar chart, through adding, subtracting and multiplying, because they had work that was at just the right level for them.
- Most groups of pupils make similar progress over a period of time. There is some improvement in the rate of progress of disabled pupils and those who have special educational needs, because of staff's better understanding of their needs. Pupils whose circumstances might put them at risk are supported very well by the staff, leading to their growing confidence and enjoyment of school.
- Pupils supported by the pupil premium funding are achieving as well as other groups.

### The quality of teaching

### requires improvement

- The quality of teaching varies across the school and between lessons. While there is some good teaching, particularly but not exclusively in Year 5, not enough is good to lead to pupils' overall good progress.
- Pupils settle to learning quickly. There has been great improvement since the last inspection in the quality of pupils' handwriting and the neatness of their work, both of which are good. In a number of lessons, work is carefully planned to help pupils make good progress. This was evident in a Year 3 lesson, in which pupils made good progress in explaining how volcanoes work. Pupils worked well with their partners and expressed their findings clearly and in sentences.
- However, in some lessons, and especially in mathematics, pupils are taught too much as a whole class, which means that teaching and learning can be too easy for more-able pupils and sometimes too hard for others. However, in a Year 6 mathematics lesson, the teacher taught groups of pupils at different times which meant that all groups made quicker progress. There remains, though, a tendency in mathematics lessons for pupils to spend too long on practising skills that they have already mastered.
- Questioning of pupils can be very effective in helping them to think more widely and carefully

about their work. However, in the Early Years Foundation Stage, opportunities to develop children's learning through questions and to help them solve harder problems are missed.

- Marking is a strength in helping pupils to improve their work. In almost all the books seen, it told pupils what they had achieved. In a Year 3 lesson, pupils knew how well they were doing and how to improve even more. In mathematics lessons, teachers do not always check pupils' work early enough in order to help correct any mistakes or misunderstandings in pupils' learning.
- Inspectors saw several examples of good support for those pupils who need additional help. It was effective because learning was in small steps and very closely matched to the purpose of the lesson. However, the overall quality of teaching and support for disabled pupils or those who have special educational needs requires some improvement.
- Teachers are beginning to more regularly include opportunities for pupils to practise their literacy skills in other lessons but less so in mathematics. However, they do not yet consistently make sure that pupils practise the skills they most need to improve.

### **The behaviour and safety of pupils are good**

- Pupils behave well in lessons and around the school. They understand, agree with and keep the school rules.
- Attendance is average and continues to improve, helped by the school's very regular checking on absences and well thought out plans and rewards to encourage better attendance.
- Behaviour is not outstanding because pupils sometimes lose concentration when their work is too hard or too easy for them. Also, a few pupils need help to manage their behaviour. Support staff do this well.
- Pupils say that they feel safe in school. They are confident that the staff will help them with any worries. They say that there is some bullying but the teachers will not tolerate it and it is sorted out quickly. In particular, they show a good awareness of cyber-bullying and how to stay safe when using the internet. Children in the Early Years Foundation Stage know how important it is, to, for example, move around sensibly.
- The staff show pupils through their words and actions the importance of being kind and respectful to others. Lessons about spiritual, moral, social and cultural issues help pupils to remember how they should treat people, whoever and wherever they are.

### **The leadership and management requires improvement**

- The head of school is providing much needed stability which is reassuring staff and parents.
- The senior leaders know what needs to be done to make the school more successful. They carry out very regular and thorough checks on the school's work. Leaders have detailed and accurate information about pupils' progress, which more staff are using in planning lessons. Staff, too, have a much more accurate idea of the levels at which pupils are working. Leadership and management need to improve, however, because not all teaching is good, nor is subject leadership effective enough.
- The quality of teaching is improving. Senior leaders observe teaching regularly and give accurate feedback. Staff know that they need to build up their skills, and their yearly targets and training are helping them to do this. The school's policy is that teachers have to reach their targets before senior leaders and the governing body will consider any increase in salary.
- In mathematics, the major focus for improvement, progress is quickening in most year groups, because leaders and teachers know where pupils have gaps in their learning. They have rightly recognised the need to increase pupils' understanding of number. The difficulties faced by pupils who find learning harder than most are being identified more accurately and the support they require to overcome these difficulties is increasingly appropriate and provided more promptly. Pupils' progress meetings have been introduced and ensure that teachers and senior leaders act

quickly on their findings, in order to raise pupils' achievement.

- The head of school is supported by an executive headteacher and this support is to continue in order to help the school to improve as quickly as possible. The school does not yet have enough leaders of subjects and those in post are not carrying out checks of pupils' learning, the quality of teaching in their areas, or developing pupils' skills across a range of subjects.
  - Pupils like learning. The curriculum needs improving, because there is a lack of systematic planning to provide opportunities for pupils to practise and apply their literacy and numeracy skills in subjects other than English and mathematics. Also, tasks are sometimes too easy or too hard, especially in mathematics. Overall, the school promotes equality of opportunity adequately.
  - The local authority is providing effective support to strengthen leadership and the quality of teaching, particularly through the guidance of the executive headteacher. Parents are kept well informed about school events and are increasingly helped to support their children's learning through workshops about phonics and mathematics.
  - **The governance of the school:**
    - The governing body is improving rapidly. It has become far more challenging in the questions it asks leaders and managers and shows good knowledge of the school's performance. It is finding out more about the school for itself and has set up a committee to look at, for example, the quality of the school's improvement planning. Governors have not yet, however, developed any systems to check the quality of pupils' learning and do not observe teaching. They are making sure that additional funding is being allocated to the pupils who most need help or support, for example, to improve attendance and to reduce class sizes. Early checks show that attendance of some pupils who did not attend regularly is improving and their progress in reading is quicker. The governors ensure that staff show that they are making sustained improvement in the progress of their pupils before they are given pay increases.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	107068
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	400883

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	419
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sarah Hall
<b>Headteacher</b>	Sinead Fox (Head of School) / Stephen McMullan (Executive Headteacher)
<b>Date of previous school inspection</b>	18 May 2010
<b>Telephone number</b>	0114 255 4619
<b>Fax number</b>	0114 258 9224
<b>Email address</b>	enquiries@woodseats.sheffield.sch.uk



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