

Woodseats Primary School

Chesterfield Road, Sheffield, South Yorkshire, S8 0SB

Inspection dates 20–21 May 2014

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|--------------------------------|----------------------|-----------------------------|----------|
| Overall effectiveness | Previous inspection: | Requires improvement | 3 |
| | This inspection: | Requires improvement | 3 |
| 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. It is not good because

- Pupils of all abilities do not make consistently good progress through the school nor always reach their potential, especially in writing and mathematics.
- The overall quality of teaching is not yet good.
- The work set for some pupils does not provide the most appropriate challenge to help them make their best possible progress.
- Pupils do not always receive clear enough guidance through feedback and marking to ensure they improve their own work in a timely fashion.
- Pupils' writing and mathematical skills are not always developed well enough through other subjects.
- Some subject and other leaders do not make rigorous use of improved procedures to analyse pupils' progress and the quality of provision to ensure the most rapid improvement in their areas of responsibility.

The school has the following strengths

- The head of school and executive headteacher provide increasingly clear and incisive leadership. Together with the support of the effective governing body they are bringing about improvements to teaching and learning, despite many staff changes.
- Standards are improving in Year 2 and are now at expected levels. Pupils' progress in reading is now good overall through the school.
- Pupils are well behaved and feel safe. They enjoy their responsibilities on the school parliament.
- Pupils present their work well and attendance is now above average.
- The school promotes pupils' spiritual, moral, social and cultural development well. Pupils regularly participate in a range of visits, musical, sporting and other activities.

Information about this inspection

- The inspectors observed 18 teaching sessions, including some observed jointly with members of the senior leadership team. The inspectors also made a number of shorter visits to classrooms, looked at a wide range of pupils' work, also with members of the senior leadership team, and listened to them read.
- Discussions were held with several groups of pupils, the Chair of the Governing Body and other members of the governing body, a representative of the local authority and members of staff, including senior leaders and other leaders with particular responsibilities.
- Inspectors took account of the 65 responses to Ofsted's online questionnaire (Parent View), the results from the school's own consultations with parents, and spoke with several parents. The responses from staff to the inspection questionnaires were also considered.
- Inspectors observed the school's work and looked at a range of documents, including information on pupils' current progress, the school's plans for improvement, the management of teachers' performance, the use of pupil premium funding, and documentation and records relating to pupils' behaviour and safety.

Inspection team

| | |
|------------------------------|----------------------|
| Andrew Clark, Lead inspector | Additional Inspector |
| Elizabeth Loftus | Additional Inspector |
| Emily Wheeldon | Additional Inspector |

Full report

Information about this school

- The school is larger than the average sized primary school.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is also above average.
- The proportion of pupils who receive support through the pupil premium funding is broadly average and increasing. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- The large majority of pupils are from White British heritage.
- The proportion of pupils from minority ethnic heritage is below average.
- A small number of pupils speak English as an additional language.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- A breakfast and after-school club are managed and run by an outside organisation, 'Woodies'. It provides weekday, term-time childcare and a holiday club, and is inspected separately.
- A significant number of staff took up post after the last inspection, with 10 new staff in the current academic year. This includes members of the senior management team and subject leadership roles.

What does the school need to do to improve further?

- Improve teaching in order to accelerate pupils' progress further by:
 - ensuring all work provides appropriate challenge to learners
 - making certain pupils use their reading, writing and mathematical skills to the highest standards in other subjects
 - making full use of feedback and marking to ensure pupils make the best progress they can.
- Further strengthen leadership and management by ensuring all subject leaders and those with specific responsibility for aspects of pupils' progress make full use of available data to have maximum impact on improving outcomes and provision.

Inspection judgements

The achievement of pupils

requires improvement

- Throughout the school, the large majority of pupils of all abilities now make at least expected progress in reading, writing and mathematics. However, too few pupils make better than normally expected progress, especially in writing and mathematics. This is largely because teaching does not always build consistently on earlier learning and provide appropriate challenge to all learners.
- These outcomes are reflected in the results of the national tests in Year 6. In 2013, attainment was broadly average in reading, writing and mathematics and most pupils made expected progress, but fewer than average made above-expected progress in all three subjects.
- Children start the Early Years Foundation Stage with skills that are generally below those typically expected for their age, particularly in communication skills. There is a steadily increasing trend of improving achievement by the time they enter Year 1, so that it is now typically as expected for their age. However, children's achievement is not yet consistently good because information about their progress is not always precise enough and their skills are not always sufficiently built on to help them reach the next steps in their learning.
- Disabled pupils and those who have special educational needs make similar progress to that of other pupils. Their progress requires improvement because pupils are not always challenged enough in their lessons. However, the targeted support from teaching assistants and other adults is leading to some greater progress.
- The attainment of pupils who are known to be eligible for free school meals is broadly similar to that of similar pupils nationally. Currently, these pupils' attainment is approximately a term or two terms below that of other pupils in the school. However, well planned use of the pupil premium funding, such as employing additional teachers and booster class groups, are helping to close this gap, and in some classes this group's attainment is similar to other pupils.
- The most able pupils also make similar progress to their peers. They generally reach above-expected standards by the end of Year 6 and sometimes well above. However, they do not consistently make their best progress because their work does not always require them to think deeply enough nor to use and apply their mathematical skills to solve problems.
- Pupils' good handwriting is a strength and contributes to the good quality presentation evident in their work and in the many displays around the school. Pupils' spelling, punctuation and grammar skills are close to average. However, the standards they achieve in their literacy work are not as evident in their writing as in other subjects.
- There are many signs that although pupils' achievement is not yet good overall, it is enhanced as a result of improvements in teaching and learning. However, continuing staff changes mean that these improvements have not had the overall impact expected.
- The few pupils of minority ethnic heritage make progress similar to their peers.
- Inspection evidence shows that currently pupils in Year 2 are working at the level expected for their age in reading, writing and mathematics. This is a good improvement, following a period when assessment and test results were well below average. These better outcomes are a result of teachers' higher expectations and an improved quality of teaching for these pupils.
- Pupils' achievement in reading is increasingly good overall. Pupils' knowledge of letters and sounds are well developed and this is reflected in the Year 1 screening checks for these skills and they are increasingly built on in Year 2. By Year 6, pupils largely read with enjoyment and talk knowledgably about a range of different authors and writing styles.

The quality of teaching

requires improvement

- Sometimes, pupils throughout the school do not make the best progress of which they are capable because the work does not challenge them appropriately. For example, some worksheets pupils are given do not allow them to write in enough detail nor develop their written calculation skills. Occasionally, pupils are not given enough time to think things out for

themselves before being told what to do. Some activities children choose for themselves in the Early Years Foundation Stage do not challenge them enough.

- Feedback and marking, which are now regularly carried out, do not always provide pupils with precise enough guidance to ensure they act on and improve their own work. For example, teachers may comment on errors in pupils' spelling or mathematical calculations but do not always explain what they expect them to do about it. Occasionally, comments are over positive or too simple to help pupils deepen and reflect on their learning.
- Occasionally, pupils do not use their reading, writing and mathematical skills in other subjects enough and this sometimes slows the development of these skills.
- Although the quality of teaching is not yet good, it has improved since the previous inspection. The significant number of staff changes, some very close to the time of the inspection, means that the improvements that leaders have introduced are not fully embedded, but they are beginning to make a difference.
- Classrooms are calm and orderly. Relationships are good. The large majority of pupils work hard in response to the positive examples they are set.
- Pupils of all abilities are ambitious and are aiming high because procedures for measuring their progress are more robust and increasingly used more effectively to boost their learning. For example, pupils, especially the most able, rarely undertake work that is significantly below their capabilities before moving on to more challenging work. This is generally a good improvement since the last inspection, although the level of work set is still not always fully challenging.
- Achievement in reading is improving well. Activities to build systematically on basic skills are now rigorous and regular. Pupils have many opportunities to read fiction and non-fiction and make good use of the school library, which is new since the last inspection.
- Pupils are increasingly involved in checking their own progress and sharing their ideas with other pupils. They sometimes share their own work through the use of information and communication technology, which inspires them to think more deeply and build on each other's learning.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Relationships between pupils and with adults are very positive. Pupils are polite and considerate towards each other because of the good example all adults set for them.
- Pupils' pride in their school is evident in their smart appearance, the careful presentation of their work and their tidy and well ordered books. They value the care staff take in ensuring they work in attractive and orderly classrooms.
- Pupils take their roles and responsibilities well, such as membership of the school parliament, and this contributes to their positive attitudes and good behaviour.
- Pupils are keen to come to school and are punctual and well prepared for the day's learning. The school uses pupil premium funding well to reduce the proportion of pupils who have in the past been regularly absent. As a result, attendance has improved well and is now above average.
- The school's work to keep pupils safe and secure is good. Pupils feel very safe and looked after well. Parents are fully confident that their children are cared for well.
- Pupils have a good understanding of how their behaviour affects others and that they should be kind and considerate. Pupils have a good knowledge of potential bullying situations, including racial and homophobic concerns, through personal and social development education and assemblies. They are particularly knowledgeable about the dangers of cyber bullying. They are certain that little bullying takes place and any incidents are successfully managed by the staff. This is confirmed by the school's good record-keeping procedures, and parents agree. There have been very few recent fixed-term exclusions.
- Pupils learn to take appropriate risks and to keep themselves safe. They enjoy adventure on residential and other visits, but know the dangers and how to stay safe. They are particularly well informed through participating in role-play activities involving local emergency services.
- On a few occasions, pupils are not as enthusiastic and interested in their learning as they could

be and this limits the progress that they make. This is largely why behaviour is judged to be good rather than outstanding.

The leadership and management requires improvement

- Some subject leaders and others with specific responsibilities, some of whom are new to their roles, do not have sufficient knowledge of strengths and weaknesses in their areas of responsibility through the in-depth analysis of all available data. As a result, they do not have maximum impact on school improvement in their areas of responsibility.
- The head of school and executive headteacher have, however, developed many aspects of leadership since the previous inspection and provide a good role model to others. There are increasingly rigorous procedures to measure and analyse pupils' progress, including the use of pupil premium funding and reducing any gap between the achievements of different groups of pupils. Consequently, the school runs smoothly and the quality of teaching is improving after a period of staff changes.
- The school receives good support from the local authority. Local authority staff have provided training for leaders and helped the school to build partnerships with other schools.
- The school tackles any rare issues of discrimination well and this contributes to the harmony within the school community. All pupils are treated equally, but not all make the same progress because the quality of teaching varies.
- Staff are held accountable for the progress their pupils make and they have to meet stringent criteria in order to achieve the next salary level. The rigour of accountability has strengthened considerably since the last inspection.
- The school promotes pupils' spiritual, moral, social and cultural development well. There are well planned themes built around visits or visitors, which form the background to much of pupils' learning. For example, exciting writing on the theme of the Winter Olympics arose from an experience of curling and ice skating.
- The school makes an effective contribution to pupils' health and well-being. Pupils are successful in a range of team and individual sports. This work is complemented by the good use of the primary school sports funding to improve teachers' knowledge of how to teach physical education skills and introduce new sporting experiences. This has already contributed to the development of teachers' skills in teaching physical education and further participation by pupils in clubs and team activities.
- **The governance of the school:**
 - The work of the governing body has improved well since the last inspection. The governors undertook a thorough review of their role in school improvement. They now have rigorous systems to gather first-hand information to hold the leadership to account for ensuring the best quality of teaching and pupils' achievement. As a result, governors are fully involved in making decisions as to whether teachers and staff should be rewarded with salary increases, and reviewing targets for the head of school.
 - Governors take advantage of a good range of training opportunities to improve their effectiveness. They ensure that safeguarding requirements are met in full. They manage the school's finances well by, for example, carefully scrutinising the use made of pupil premium and primary school sports funding in improving pupils' achievement.

What inspection judgements mean

| School | | |
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| 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

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| Unique reference number | 107068 |
| Local authority | Sheffield |
| Inspection number | 442187 |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 437 |
| Appropriate authority | The governing body |
| Chair | Sarah Hall |
| Headteacher | Sinead Fox |
| Date of previous school inspection | 7 November 2012 |
| Telephone number | 0114 255 4619 |
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