

Inspection of a good school: Woodsetts Primary School

Wellfield Crescent, Woodsetts, Worksop, Nottinghamshire, S81 8SB

Inspection dates:

14 and 15 September 2021

Outcome

Woodsetts Primary School continues to be a good school.

What is it like to attend this school?

Pupils enjoy attending school. They are happy and feel safe. The relationships between staff and pupils are positive and respectful. This gives pupils the confidence to ask for help when they struggle with their learning. Engaging lessons ensure that pupils are keen to learn, want to do well and are on task.

Pupils spoken to say that no bullying takes place in school and feel that behaviour has improved. Leaders achieve this through a clear and consistently applied behaviour policy. They support and train staff to manage behaviour in a positive and effective way. As a result, pupils learn in a calm environment which permeates throughout school. One parent said, 'We are impressed with the high expectations that leaders have, not only with regards to learning but in terms of respect and behaviour.'

Parents are overwhelmingly positive about the school and say their children 'flourish'. They feel that staff 'go over and above to ensure children are progressing well'. They appreciate the clear communication and friendliness of staff.

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

The school has undergone significant staffing changes since the previous inspection. This has been unsettling for many parents. Despite this, leaders have rapidly developed a culture where everyone can succeed. Parents feel that the school has 'settled under the guidance of leaders' and they are 'very happy with the new procedures in place'.

Leaders have designed the curriculum, from early years, to ensure that there is no 'ceiling' to what pupils can achieve, including pupils with special educational needs and/or disabilities (SEND). Leaders quickly identify pupils with SEND. They plan support that ensures they do not fall behind. This includes supporting Year 6 pupils with their move to secondary school.

Leaders work with secondary school staff to map out the knowledge pupils need to know before they start Year 7. Leaders plan some subjects well. For example, in mathematics plans set out the knowledge pupils need to be successful. During lessons, pupils revisit previous learning and learn new knowledge through 'anchor' tasks. They then practise applying what they have learned. In addition, daily five-minute 'maths meetings' sessions allow pupils to practise what they have learned. Leaders are quick to spot any issues where pupils are not gaining the knowledge they should. They offer training and coaching to support staff to improve their practice. Staff offer additional support when needed to ensure that pupils remember what they have learned.

In other subjects, such as geography, leaders have not set out the exact knowledge they want pupils to learn in curriculum plans. Sometimes there is too much information in plans, so teachers are unable to fully cover and revisit the content. As a result, some pupils do not remember key knowledge from the lesson, or from previous lessons.

Pupils love to read. They enjoy listening to stories read by teachers. The 'masked reader' challenges pupils to guess which member of staff is reading a story. This, with visits from authors, promotes an excitement about reading.

Pupils learn to read as soon as they start Reception. Nursery children enjoy listening to, and joining in with, nursery rhymes. Pupils regularly practise reading. Pupils who struggle in lessons receive extra help through the week. However, this support is inconsistent. Some staff have not received training in the new phonics programme. Furthermore, a few pupils access phonic lessons that are not matched to their phonic ability. This has slowed the progress of some pupils who are at the early stages of reading.

Leaders are passionate about developing all aspects of pupils' lives. Pupils are knowledgeable about equality and diversity. They understand what fundamental British values are. Leaders provide opportunities for pupils to access '50 experiences before you are 11' through the 'Woodsetts guarantee'.

In discussion with the headteacher, the inspector agreed that early reading and the wider curriculum may usefully serve as a focus for the next inspection.

Safeguarding

The arrangements for safeguarding are effective.

There is a culture of safeguarding across the school. Leaders foster this through a mindset that 'it could happen here'. Staff and governors are aware of local safeguarding risks and can describe how to spot signs of potential neglect and abuse. High expectations ensure that derogatory language is not accepted.

Staff receive regular training and safeguarding updates. Governors and members of the trust check that safeguarding policies and procedures are in place.

Pupils know how to stay safe online and know how to report a concern.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Although teachers quickly identify pupils who fall behind in reading and put additional support in place, this support is not consistently effective. Sometimes the support given does not build on what pupils already know. Time is wasted on delivering phonics that some pupils cannot access. In addition, not all staff have been trained to deliver effective strategies to help pupils catch up quickly. This means that pupils are not learning how to read fluently quickly enough. Leaders need to ensure that all staff are trained in the new programme so that pupils access the right level of support and rapid progress is made.
- Curriculum plans in subjects such as geography do not set out the key knowledge which leaders want pupils to remember over time. This has resulted in pupils forgetting what they have been taught. Leaders should refine the content of what they want pupils to learn so that teachers have a clear understanding of how to build on and revise pupils' knowledge year on year.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that a good school could now be better than good, or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the predecessor school, Woodsetts Primary School, to be good on 14 February 2017.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

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| Unique reference number | 144323 |
| Local authority | Rotherham |
| Inspection number | 10200633 |
| Type of school | Primary |
| School category | Academy converter |
| Age range of pupils | 3 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 210 |
| Appropriate authority | Board of trustees |
| Chair of trust | Phil Marshall |
| Headteacher | Mr Matthew Revill |
| Website | www.woodsettsprimary.co.uk |
| Date of previous inspection | Not previously inspected |

Information about this school

- There have been significant changes to staffing since the previous inspection. This includes a new governing body, the appointment of several new teachers and a new headteacher in January 2020.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with the school, and have taken that into account in their evaluation.
- This was the first routine inspection the school received since converting to academy status 1 June 2017.
- The inspector spoke with the headteacher, deputy headteacher, the special educational needs coordinator, the chief executive officer of the trust and a group of governors, including the chair of governors.
- During the inspection, the inspector spoke with pupils about their work and school life. The inspector also considered 17 responses from the online pupil survey. The inspector observed pupils' behaviour at breaktimes and lunchtimes.

- The inspector spoke with parents and considered the 47 responses to Ofsted’s online survey, Ofsted Parent View. The inspector also considered 21 responses to the online staff survey.
- The inspector carried out deep dives in reading, mathematics and geography. The inspector talked with leaders of these subjects, visited lessons, listened to pupils read, reviewed pupils’ work, and spoke to teachers and talked with pupils.
- The inspector looked at the school’s record of employment checks and at a sample of the school’s safeguarding records. The inspector spoke with the safeguarding lead and a governor responsible for safeguarding.

Inspection team

Jennifer Thomas, lead inspector

Her Majesty’s Inspector

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