

# Inspection of Wisewood Community Primary School

Ben Lane, Wisewood, Sheffield, South Yorkshire S6 4SD

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Inspection dates: 9 and 10 March 2022

## **Overall effectiveness**

**Good**

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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Early years provision	Good
Leadership and management	Good
Previous inspection grade	Requires improvement

## **What is it like to attend this school?**

Leaders and staff have high expectations of all pupils. Parents and carers are overwhelmingly positive about the school. They appreciate the good personal and academic skills their children are developing from early years onward.

Pupils enjoy school. They behave well in class and work hard because they want to learn. Staff are quick to recognise and praise pupils' good work and behaviour. Pupils enjoy collecting stickers and 'marbles in a jar' that contribute to prizes, games and extra opportunities for wider enrichment activities.

Pupils are polite and well mannered. They play well together at break- and lunchtime. Pupils told inspectors that staff help them to resolve any differences if there is any 'falling out'. Pupils make positive contributions to school life. For example, school councillors help with charity work and suggest improvements to the school's environment.

Pupils are safe in school. Staff care deeply about the well-being of pupils. Bullying is rare and is not tolerated. Pupils trust staff implicitly. They know that staff will listen to them and act on any of their worries or concerns.

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

Leaders have made sure that the curriculum is well planned in most subjects. They have ensured that teachers teach the right things in the right order. As a result, pupils achieve well and remember much of what they have been taught.

Reading is at the heart of the school's curriculum. It is taught well. Pupils enjoy reading because staff are highly skilled in planning interesting phonics lessons. Pupils have access to online books provided by the school to read at home. There is extra support for those who might be falling behind. Reading is prioritised in all subjects. For example, pupils enjoy reading Greek myths, 'Vlad and the Great Fire of London' and 'The diary of Anne Frank' to support what they are being taught in history.

Teachers have good knowledge of the subjects they teach. Teachers help pupils to connect their learning with what they already know. In some foundation subjects, such as history, music and French, teachers do not consistently check pupils' understanding of what they have been taught. Sometimes, teachers are unsure about gaps in pupils' learning. Pupils do not consistently remember what they have been taught.

The curriculum in music and French is less well developed than in other subjects. This is partly due to the impact of COVID-19. Leaders have not set out the knowledge that pupils should learn in sufficient detail for teaching staff. Leaders have plans in place to improve the curriculum in these subjects.

This is a highly inclusive school. Staff have high aspirations for pupils with special educational needs and/or disabilities (SEND). The needs of pupils with SEND are quickly identified. Teachers adapt resources so that pupils can follow the same curriculum as their peers. The special educational needs coordinator works effectively with parents and external agencies to meet the needs of pupils with SEND.

The personal development programme is well planned and integrated with other subjects. Pupils are tolerant and respectful and have a good understanding of diversity. Pupils debate issues in society and form their own opinions while respecting the views of others.

The school is a calm and purposeful place to be. Pupils know what is expected of them and follow clear routines that help them behave well and learn well. Most pupils attend regularly. However, a small number of disadvantaged pupils do not attend well. Leaders are working on this and there are signs of improvement.

The early years curriculum is well thought out. Children's experiences in mathematics provide a good foundation for learning in key stage 1. Speaking and listening skills and the development of children's vocabulary underpin the curriculum in early years. Children concentrate well and are keen to answer questions. Staff have created an environment that facilitates effective learning and takes account of the needs of all children. There is strong communication between home and school.

Staff enjoy working at the school. They are positive about the high-quality training that they receive. Subject leaders are skilful at sharing their expertise with staff. Leaders are considerate of staff's workload and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding. Staff are vigilant and knowledgeable about how to keep children safe. Staff ensure that any concerns they have, no matter how small, are shared with leaders. When there are concerns about pupils, leaders act quickly and effectively to safeguard pupils. Leaders work with parents and external agencies to make sure that pupils are safe, including those who do not attend well. Thorough checks are made on the suitability of adults to work with pupils. Leaders and the trust check the effectiveness of the school's safeguarding procedures regularly.

Pupils are well aware of risks they might face when online and how to manage these risks. They learn about healthy relationships and respecting the personal space of others, right from early years.

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

### (Information for the school and appropriate authority)

- The curriculum is not well planned in music and French. In these subjects, pupils do not remember crucial knowledge to help them with new learning. Leaders should make sure that the curriculum in these subjects is planned effectively and taught well. Leaders should ensure that the curriculum in these subjects includes opportunities for pupils to practise and recall important knowledge.
- The leaders of some foundation subjects, such as history, music and French, do not make sure that teachers use assessment consistently well to check that pupils understand what they have been taught. Some pupils do not remember their learning as well as they should. Senior leaders should make sure that teachers check pupils' understanding so that they can take steps to address any gaps in pupils' knowledge.

## 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

<b>Unique reference number</b>	142074
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	10212282
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	153
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Sarah Draper
<b>Headteacher</b>	Ben Ramsden
<b>Website</b>	<a href="http://www.wisewoodprimary.co.uk">www.wisewoodprimary.co.uk</a>
<b>Date of previous inspection</b>	4 and 5 July 2018, under section 5 of the Education Act 2005

## Information about this school

- There have been several changes to leadership and staffing since the previous inspection.
- The headteacher was appointed in September 2021, having been head of school from September 2019 under an executive headteacher. This arrangement no longer applies.
- The school does not use any alternative education provision.
- An interim executive board has been in place since the previous inspection. The trust has plans to replace it with a new local governing body from 29 March 2022.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school had 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.

- Inspectors met with the headteacher, other senior leaders and subject leaders. The lead inspector met with a trustee who is also a member of the interim executive board. The lead inspector held a telephone call with the trust's director of primary education, who is also a member of the interim executive board.
- Inspectors carried out deep dives in these subjects: early reading, history, English and mathematics. This involved meeting with curriculum leaders, visiting a sample of lessons, looking at samples of pupils' work and talking to teachers and pupils. Inspectors also listened to some pupils reading to a familiar adult.
- Inspectors also looked at curriculum plans and pupils' work with leaders.
- Inspectors reviewed a range of safeguarding documentation, including the single central record. The lead inspector met with the designated safeguarding lead and checked how leaders record and respond to safeguarding concerns. Inspectors checked the safeguarding and welfare requirements for children in early years. They spoke with staff about safeguarding and child protection. Inspectors spoke to pupils about safety and how they learn to stay safe.
- Inspectors observed pupils' behaviour throughout the day. They spoke to pupils about their views on behaviour in school. Inspectors considered how the school is supporting pupils' personal development.
- Inspectors spoke with a number of parents at the end of the school day. Inspectors analysed responses to Parent View, Ofsted's online questionnaire.
- Inspectors met with pupils and staff to consider their views.

### **Inspection team**

Jim McGrath, lead inspector	Ofsted Inspector
Shan Brough-Jones	Ofsted Inspector

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