

Inspection of Woodseats Primary School

Chesterfield Road, Sheffield, South Yorkshire S8 0SB

Inspection dates: 7 and 8 March 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Jack Fellowes. This school is part of Steel City Schools Partnership, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Nicola Shipman, and overseen by a board of trustees, chaired by Paul Doherty.

What is it like to attend this school?

Pupils and adults value being part of this happy and kind community. Warm relationships between staff and pupils reflect the school's 'golden threads', which include equality and respect. Pupils are courteous to each other and to those visiting their school. They have a strong sense of acceptance of others. Parents and carers value the school. One parent stated, 'Woodseats Primary is an inclusive school that puts the well-being of its children first.'

There is a shared aim, between school leaders and the trust, that pupils at Woodseats will be well prepared for their next steps in education. High expectations are in place for all pupils. The school has made significant adaptations to the teaching of English and mathematics. These have been effective in securing pupils' knowledge. Pupils receive ample opportunities to practise and revisit key learning. As a result, pupils currently in school are achieving well. However, these changes did not have sufficient time to impact the outcomes of the previous cohort.

Pupils are given the opportunity to take part in a wide range of sports. Every child has the chance to represent their school. After-school and lunchtime clubs, including opportunities for music and art, are well attended. Older pupils are eager to take on positions of responsibility. They effectively and sensitively support younger pupils in their role as play leaders and lunch hall monitors. They model the school's expectations well.

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

Pupils understand the expectations for positive behaviour. They say that the school's rules and rewards are fair. Pupils work quietly in lessons and move around the school very sensibly. Any minor disruption is quickly acted on by adults. The school ensures any incidents of poor behaviour are reviewed as learning points for pupils. Pupils are supported sensitively with this. Where attendance of pupils does not meet leaders' high expectations, the school is taking effective action to improve this.

The curriculum in place for children in the early years has been well considered across all areas of learning. End points are clearly identified. Staff working with the youngest children know what the children should learn and when. Children in Nursery and Reception demonstrate high levels of self-control. They learn to listen to each other when talking in groups. They are confident to share their own thoughts and ideas. Routines are well established. This supports children in the early years to be independent.

Pupils in key stages 1 and 2 study the full range of subjects in the national curriculum. The school has compiled a curriculum which carefully sequences the important information that pupils need to know. This is fully inclusive of all pupils, including those with special educational needs and/or disabilities (SEND). Teachers have secure subject knowledge. They are aware of the importance of high-quality teaching to meet the needs of all pupils in their care. Where further support is

needed for some pupils with SEND, adaptations are put in place in classrooms to support them.

The curriculum in subjects such as art and design is particularly ambitious. Pupils are developing an understanding of a timeline of art history. In other subjects, such as geography, mathematics and physical education, there is a consistency in how lessons are delivered. Leaders review their subject areas and recognise astutely any further improvements that need to be made.

Phonics is taught effectively from early years. The love of reading is starting to blossom across the school. Pupils know why reading is important. There are frequent opportunities for reading and story time from the early years to the end of key stage 2. Pupils who struggle to read are identified early because checks on pupils' knowledge of phonics are often and accurate. Additional support is provided when needed. At times, the emphasis on younger pupils' decoding skills means that opportunities to promote and develop pupils' fluency are missed. When this occurs, these pupils do not build up an understanding of what they are reading.

There is a very clear approach to the sequence of teaching reading at key stage 2. This structure is deliberately planned and incorporates the wider reading skills that pupils need. Older pupils discuss the books they have read knowledgeably. Books used for class novels, assemblies and story times are carefully planned and deliberately chosen by leaders. This ensures that pupils meet age-appropriate, yet challenging, content from a diverse range of books and authors.

Pupils take part in weekly class briefings. They learn about the school's golden threads. Pupils talk confidently about values such as integrity and what this means to them. Within these sessions, pupils also learn how to keep themselves safe, including when they are online.

This is an inclusive school where everyone is celebrated. Pupils are kind to each other and treat each other with respect. Pupils are taught about diversity. They know that families can look different. New pupils are helped to settle in quickly.

Staff enjoy working at the school. They appreciate the work of leaders and governors to support their well-being. The trust provides high-quality support to develop leaders at all levels.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils who receive additional adult intervention for reading are not consistently supported to build up their fluency skills. Pupils decode words but quickly lose the

meaning of what they have read. The school should ensure that all pupils are given sufficient opportunities to practise reading for fluency so that they quickly become confident readers.

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.

Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	147375
Local authority	Sheffield
Inspection number	10297476
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	412
Appropriate authority	Board of trustees
Chair of trust	Paul Doherty
CEO of the trust	Nicola Shipman
Headteacher	Jack Fellowes
Website	www.woodseatsprimaryschool.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- Woodseats Primary School converted to become an academy in September 2019. When its predecessor school, also named Woodseats Primary School, was last inspected by Ofsted, it was judged to be good overall.
- The school is part of the Steel City Schools Partnership.
- The school does not currently make use of any alternative provision for pupils.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors met with the headteacher, the deputy headteacher and other leaders. They also met with members of the trust board and governing body. In addition, inspectors met with the CEO of the trust.
- An inspector spoke to a representative of the local authority.
- Inspectors observed pupils' behaviour as they arrived at school and during lessons and breaktimes. They also spoke with pupils about their views of school life.
- Inspectors considered views of parents. They looked at the responses to Ofsted Parent View, including the free-text comments. They also spoke to a number of parents at the start of the school day.
- Inspectors considered the views of pupils and staff who responded to Ofsted's pupil and staff surveys.
- Inspectors carried out deep dives in early reading, mathematics, geography, physical education and art and design. For each deep dive, the inspectors met with subject leaders, discussed the curriculum, visited a sample of lessons, looked at a sample of pupils' work, spoke with teachers and talked with pupils about their learning.
- An inspector also observed pupils reading to familiar adults.

Inspection team

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His Majesty's Inspector

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Ofsted Inspector

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