



Woodseats Primary School

Inspection Report

Unique Reference Number 107068
Local Authority Sheffield
Inspection number 287703
Inspection dates 21–22 February 2007
Reporting inspector Rosemary Eaton

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

Type of school	Primary	School address	Chesterfield Road
School category	Community		Sheffield
Age range of pupils	3–11		South Yorkshire S8 0SB
Gender of pupils	Mixed	Telephone number	0114 2554619
Number on roll (school)	409	Fax number	0114 2589224
Appropriate authority	The governing body	Chair	Mr Mark Crooks
		Headteacher	Mr Martin Bierton
Date of previous school inspection	26 March 2001		

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a larger than average primary school. When they join Nursery, children's skills are broadly in line with national expectations. The proportion of pupils with learning difficulties and/or disabilities is smaller than average but some year groups have a much higher percentage. Many pupils' homes are in areas that are economically disadvantaged. A below average proportion of pupils are from minority ethnic groups and very few are in the early stages of learning English as an additional language. For the past few years, significant numbers of pupils have joined the school during Key Stage 2. The school has gained the Artsmark Gold and Activemark Gold awards and has Investors in People status.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school providing good value for money. Pupils are very happy here. They report that 'It's a friendly school. People help you and are kind.' Staff care for them well, and so pupils feel safe and are prepared to take part enthusiastically in activities. Their personal development is good. They show initiative and are ready to take on responsibilities. For example, Year 6 pupils have instigated 'Playground Friends' who look after any who might be lonely at playtimes. Behaviour is good overall, although a minority of parents have concerns. The majority of pupils behave very well although, as one parent commented, 'a few spoil it'. Importantly, clear procedures are in place to deal with misdemeanours or bullying. Pupils have confidence in these procedures and particularly appreciate the behaviour intervention worker, who acts as a focal point for their worries. From their first days in Nursery, children learn what is involved in being healthy. Year 1 pupils know how to care for their teeth and all pupils exercise regularly and vigorously. The curriculum, which is of good quality, promotes all aspects of personal, social and health education well. The wide range of exciting activities during lessons, together with visits and clubs, motivates pupils to learn and contribute to their enjoyment of school.

When they join Nursery, children's skills vary but are generally in line with national expectations. They make good progress during the Foundation Stage and this rate is maintained as they move up through the school, because teaching is good. Standards are broadly average but vary from year to year dependent of the number of pupils with learning difficulties and/or disabilities or who join the school towards the end of Key Stage 2. Nevertheless, all pupils are currently achieving well. Progress is slowest in writing, and standards in writing are lower than in reading and mathematics, especially for boys. Teachers mostly ensure that lessons are matched well to the needs of all pupils, such as the higher attainers. Sometimes, they do not explain clearly enough what standards of work are expected from particular groups. On these occasions, a minority of pupils do not learn as well as they could. There is strong support from teaching assistants, for example to enable pupils with learning difficulties and/or disabilities to make the same good progress as others.

Leadership and management are good and have led to pupils' improved achievement. The senior leadership team, staff and governors are all involved in regular reviews of the school's work and pupils' progress. Carefully considered initiatives are put in place to support priority areas and to keep the school moving forward. As a result, there has been good improvement since the previous inspection and the school's capacity for further improvement is also good. As one parent understandably remarked, 'Well done Woodseats!'

What the school should do to improve further

- Improve achievement and raise standards in writing, particularly those of boys.
- Ensure that lessons consistently challenge all pupils to achieve their full potential.

Achievement and standards

Grade: 2

Children begin the Foundation Stage working at broadly average levels. They make good progress, especially in personal, social and emotional development. However, at the end of the Reception year, they typically score less well in communication, language and literacy than in other areas of learning.

There are clear signs that the school's efforts to raise standards are having a positive impact. For instance, in 2006, the Year 2 pupils' national test results were average but much better than those of the previous year, particularly in reading. It is taking longer for the drive for improvement to be reflected in the Year 6 results, because so many pupils join the school late in the primary years. Of those who took the tests in 2006, 40% arrived after Year 4 and a high proportion of these pupils had negative attitudes to learning. Despite this standards reached were average because of good teaching. The current Year 6 pupils are on track to do even better; they are achieving well and making good progress from their starting points. Not enough time has elapsed to enable initiatives to raise standards in writing to be fully successful. Boys in particular do not achieve as well in writing as in reading and mathematics. Pupils with learning difficulties and/or disabilities and those from minority ethnic groups achieve as well as other pupils.

Personal development and well-being

Grade: 2

Pupils make a good contribution to the school and wider community. For example, the school council has worked in partnership with another primary school and the caterers to improve lunchtime meal choices. They feel that the school listens to them. Knowledge of healthy lifestyles begins in Nursery, where children enjoy their daily fruit. Pupils increasingly take some responsibility for their own safety, as pedestrians, for instance. Attendance has improved considerably since the previous inspection and is now satisfactory. Pupils make good progress in acquiring the skills and attitudes needed for their future lives. For example, they organise events to raise funds for charities and enjoy using information and communication technology. Spiritual, moral, social and cultural development is good. Pupils learn to respect the traditions and beliefs of other cultures and racist incidents are very rare indeed.

Quality of provision

Teaching and learning

Grade: 2

Teachers choose activities and contexts carefully so all pupils are motivated to learn. For instance, during an English lesson, Year 6 boys and girls were full of enthusiasm as they wrote promotional material for a water sports centre. Relationships between adults and pupils are good and help teachers to maintain high standards of behaviour.

Teachers are clear about what each pupil needs to learn next, because assessment systems are thorough. During some lessons, however, particular groups of pupils are not challenged to produce the best work they are capable of. The task is the same as for pupils who should be aiming to reach different levels. Too much is left to chance on these occasions and the pace of learning slows down.

Curriculum and other activities

Grade: 2

The curriculum has a strong and relevant focus on literacy and numeracy, helping to boost pupils' achievement in these key areas. Sport and the arts are also emphasised and the range of both is very wide. For example, pupils have recently worked with a professional artist to design and make metal sculptures for the playground. Links with other schools and the community support physical education very effectively, by providing specialist coaching, for instance. Visits, including residential visits, further enrich pupils' experiences and provide good opportunities for outdoor learning. Clubs are varied and very popular. They include a gymnastics club run by older pupils. The Foundation Stage curriculum is well planned, so children have exciting activities which stimulate them to learn. The Year 1 curriculum is currently being revised. However, in some areas it does not yet build seamlessly on children's achievements in the Reception year.

Care, guidance and support

Grade: 2

This aspect is good. Pupils say, 'Teachers help you with problems, they don't ignore you.' The arrangements for child protection and to ensure pupils' health and safety are secure. Concerns about the behaviour of a minority of pupils have led to a range of steps such as 'Green Cards', which promote and reward good behaviour and attitudes. The behaviour intervention worker has a high profile on the playground and also provides help for individuals who find it hard to conform. Pupils and parents are reminded frequently and effectively about the importance of regular attendance. Highly skilled teaching assistants and extensive links with a variety of agencies provide good quality support for pupils with learning difficulties and/or disabilities. When checks on progress show that some pupils need a boost, specialised programmes are put in place. These actions have contributed well to improving pupils' progress and achievement. Pupils know their individual targets and their work is marked carefully. As a result, pupils state with confidence, 'Teachers tell you how to improve.'

Leadership and management

Grade: 2

The headteacher ensures that staff share his determination to raise standards but are also committed to enabling all pupils to enjoy their time in school. A strong team effort ensures that agreed approaches and systems are implemented consistently. This helps to ensure that this large school runs smoothly. Teaching quality is evaluated thoroughly

by senior staff. A process of peer support and evaluation is being developed, to further improve teaching and learning. Systems to track pupils' progress are also good. The school has an accurate picture of its strengths and weaknesses, but its self-evaluation does not take account of the most recent information about the faster progress pupils are now making and their improved achievement. Governors play an important part in the school's development, offering challenge as well as support. Most parents appreciate the school's efforts to involve them in their children's education. Courses, for example Early Writing are regularly arranged, but are not always well attended.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for being so polite and friendly when the inspectors visited your school. We very much enjoyed talking to you and watching you learn and play. This letter is to let you know what we found out about the school.

We were pleased to see that most of you behave well and that your attendance is much better than when inspectors last visited. The school council has lots of good ideas and has led to improvements for all pupils, for example at playtimes. You told us that you feel safe in school and we agree that you are cared for well. Your teachers organise lots of interesting activities for you, during lessons and out of school hours.

You learn well, but you don't do as well in writing as in reading and mathematics. We have asked the school to help you all improve, especially the boys. You must make a big effort to listen to the advice you are given and to try extra hard. We think that your work isn't always quite hard enough, so we want your teachers to make sure that you all reach the highest standards you can, every lesson. You can help by telling them if tasks are too easy.

Your parents think that you go to a good school, and we agree with them. Your headteacher and all the adults in school are working very hard to make Woodseats an even better school.