

Woodseats Primary School

Inspection report

Unique Reference Number	107068
Local Authority	Sheffield
Inspection number	336802
Inspection dates	18–19 May 2010
Reporting inspector	Jane Hughes

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	421
Appropriate authority	The governing body
Chair	Mrs Maureen Tateson
Headteacher	Mr Martin Bieron
Date of previous school inspection	21 February 2007
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Introduction

The inspection was carried out by four additional inspectors. The inspectors observed 19 lessons and observed 16 teachers during the inspection. Inspectors held meetings with governors, staff, parents, carers, and groups of pupils. They observed the school's work and looked at the school's plans, self-evaluation, policies, assessment and tracking systems, safeguarding procedures and at pupils' work. Inspectors examined questionnaires from 140 parents and carers, as well as those from pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how effectively the school is working to raise attainment, particularly in writing
- whether pupils make at least satisfactory progress in English and mathematics
- whether or not teaching provides the correct levels of challenge for pupils
- the effectiveness of procedures to raise attendance and reduce persistent absence
- whether leaders and governors demonstrate sufficient capacity to improve.

Information about the school

The school is larger than average. The proportion of pupils known to be eligible for free school meals is in line with the national average. Fewer pupils than average have special educational needs and/or disabilities. Most pupils are of White British heritage and few speak English as an additional language. The school has a number of external awards including Artsmark Gold, Activemark, Healthy Schools and the Intermediate International School award. The school also has Investors in People status. At the time of the inspection, the substantive headteacher had recently announced his decision to retire early on grounds of ill health. An interim leadership team from the local authority is currently working alongside the headteacher to ensure a successful transition.

The school provides the full core offer of extended services. A private provider, 'Woodies', offers weekday term-time childcare on the school site for up to 42 children between the ages of four to 11 years, before and after school. It also offers a holiday club during most holiday periods. This was not included as part of the inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Woodseats is a satisfactory school. It has strengths in terms of the personal skills that pupils develop. The leadership team provides a very clear focus on raising the standards that pupils reach, particularly in writing and mathematics, by improving provision and so accelerating pupils' rates of progress. Pupils' attainment is broadly average and they learn and progress satisfactorily from expected starting points. Attainment in writing and mathematics fluctuates and is still too low. Currently, pupils do not develop their writing sufficiently through studies in other subjects. Nor do they pay enough attention to the presentation of their work. Pupils behave well and enjoy school. Most pupils confirm that they feel safe in school and know they can always go to an adult with any concerns. Pupils' good spiritual, moral, social and cultural development is evident in the happy and welcoming atmosphere.

The school is working hard to improve the quality of teaching. Current inconsistencies limit success. For instance, there are still mismatches in the levels of challenge set by teachers for pupils of different abilities. Similarly, the marking of pupils' work does not always include points for improvement. Learning environments are orderly and well maintained. However, they do not always include sufficient help on wall displays to which pupils may refer when engaged in independent tasks. The school promotes regular attendance effectively. Fewer pupils than previously are now regularly absent or late.

The school's leadership is ever-mindful of its concise improvement agenda. Senior leaders have a crystal-clear understanding of the school's strengths and areas to improve and this supports its accurate self-evaluation. The school is improving rapidly and is taking maximum advantage of services offered by the local authority and through other strong partnership work. These characteristics and secure improvements demonstrate the school's satisfactory capacity for sustained improvement.

The Early Years Foundation Stage ensures a secure start to school for children. More work remains to be done to improve the quality of the two outdoor areas, both in terms of available resources and the use made of these areas to support children's learning. There is effective support overall for children's learning and development, although adults do not always provide sufficient support for activities that children have chosen for themselves. Currently, parents and carers of children in the Foundation 1 and 2 classes do not have regular access to children's records. This limits their opportunities to become more involved in their children's learning.

What does the school need to do to improve further?

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- Raise attainment in writing and mathematics by:
 - – developing further the use of assessment information to plan and support pupils' next learning steps
 - – creating more opportunities for pupils to develop their writing in all curriculum subjects
 - – improving the presentation of pupils' work.
- Raise the quality of teaching throughout the school from satisfactory to good and better by:
 - – ensuring greater accuracy and consistency in the match of work to pupils' ability
 - – improving the quality of teachers' marking through more consistent guidance for pupils on how to improve their work
 - – developing classrooms as more effective learning environments.
- Improve the quality of provision in the Early Years Foundation Stage by:
 - – developing further the outdoor learning environments in Foundation 1 and Foundation 2 along with their use
 - – providing more focused adult support for children as they engage in self-chosen activities
 - – involving parents and carers more closely in celebrating children's achievements by making records of children's achievements more easily accessible in the classrooms.
- Strengthen supportive governance to ensure that the school is held rigorously to account for all outcomes through appropriate challenge from the governing body.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Pupils confirm that they learn a lot in lessons. They settle quickly to their work and many collaborate well in pairs and small groups. They make productive use of time with their 'talk partners' as they rehearse responses and solve problems. They thoroughly enjoy practical activities such as when Year 5 worked together to control traffic lights with information and communication technology. Pupils are courteous, pay attention and behave well. Pupils achieve satisfactorily and say that they enjoy school. They attain broadly average standards by the end of Year 6 in English, mathematics and science. Work in books shows that pupils are reaching higher standards currently, although improvements in mathematics and writing are taking longer to achieve. This is partly because the work set does not always match the full range of pupils' abilities well enough. Pupils with special educational needs and/or disabilities do as well as their classmates because the school identifies their individual needs and pupils enjoy additional adult help as they complete their work. Nevertheless, at times these and the higher attaining pupils do not always receive the best tasks to meet their particular needs and this slows their progress. The basic skills pupils develop equip them adequately for the next stage of their education. Attendance levels are average and

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continue to rise. The majority of pupils arrive on time. Most parents and carers are generally appreciative of all the school provides and typically comment that their children 'make progress above and beyond what we could have ever expected'.

Pupils show a good understanding of how to lead safe and healthy lives. For example, they are aware of strategies to help with issues of cyber-bullying. They also talk confidently about the benefits of regular exercise, eating more fruit and vegetables and fewer sweets. Pupils are developing a strong sense of values and make the most of a range of opportunities to discuss issues such as justice and fair play.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Strong relationships between adults and pupils ensure that classrooms are happy and generally purposeful places. Teachers use imaginative strategies to engage pupils and promote active learning. They also make good use of mini 'summing-up' sessions throughout lessons and the more confident teachers are happy to change the direction of a lesson when it is clear that pupils are struggling. Adults use questioning effectively to draw out pupils' knowledge. In the best lessons pupils enjoy brisk pace and high

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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levels of challenge. Where teaching is less effective, inconsistencies prevail. For instance, the match of work to pupils' ability is less secure. Similarly, some teachers' marking does not consistently reinforce what pupils need to do to improve their work. Scrutiny of pupils' books shows that their work is often untidy and poorly presented. More work remains to be done to ensure that displays in each classroom promote learning tips and frameworks to guide pupils when they are working independently. The satisfactory curriculum contributes well to aspects of pupils' personal skills. There is an appropriate and improving focus on the basic skills of literacy and numeracy. Topics such as 'The highwayman' and 'Dragons' capture boys' imaginations as much as girls' and support their gradually accelerating progress in writing. Links between different subjects are strengthening and this helps pupils to understand the relevance of their studies. Even so, pupils do not yet write frequently enough in all curriculum areas. Extra-curricular clubs and activities are popular and have an extensive take-up by all groups of pupils. An increasing focus on green issues is developing pupils' understanding of sustainability in all its forms.

Effective pastoral care ensures that most pupils feel safe and parents and carers confirm this. Pupils settle quickly into school and make the transition from class to class and to a new school with the minimum of fuss. Nonetheless, the school is not always consistent enough in its response to rare instances of unacceptable behaviour. Effective mentoring ensures that parents, carers and pupils are aware of the importance of regular and punctual attendance.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

The leadership team embeds ambition and drives the school forward with a keen desire to improve outcomes for all pupils while also maintaining areas of relative strength. Members of the recently extended leadership team work successfully together. New tracking systems highlight clearly where each pupil needs to improve in order to reach that pupil's minimum expected targets and beyond. There is a clear focus on raising teachers' expectations of pupils, improving the quality of teaching and so accelerating pupils' learning. The school's assessments, supported by pupils' current work, show that it is securing demonstrable improvement throughout all year groups. Robust monitoring in all classrooms has identified weaker elements of provision, particularly in teaching. These are being effectively addressed through a meticulous programme of weekly

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coaching and mentoring that is readily embraced by staff committed to professional development. The resulting upturn in teachers' classroom skills is leading to better outcomes for pupils. Conscientious and hard-working governors are fully supportive of the school. They know its strengths and what needs to improve but are not always quick enough to challenge the school about weaker outcomes. The school operates smoothly day to day due to efficient administrators, ancillary and lunchtime staff. Parents and carers praise the welcome they receive in school.

The school engages well with parents and carers as reflected in the positive response to the inspection questionnaire and also to the school's own surveys. Parents and carers are gradually making a more positive contribution to their children's learning. In particular, more now ensure that their children attend school regularly. Several strong partnerships with other schools and outside agencies support pupils' achievements well and enable the school to offer more to pupils than it otherwise could, particularly in terms of modern foreign languages and sports. The school promotes equality of opportunity and tackles discrimination satisfactorily so that all groups of pupils improve at the same rate. The rigorous safeguarding arrangements are a consistently high priority and ensure pupils' safety and well-being. The school promotes community cohesion well through a range of local, Sheffield, national and global links. Links with the Jewish faith and with a local Islam Awareness programme continue to evolve. The school is harmonious and cohesive. It links innovatively with schools with a diverse cultural and ethnic mix. For instance, pupils write stories 'in relays' with other schools, a project that has intrigued the boys and helped to develop their literacy skills as well as increase their awareness of diversity in Great Britain. The school hosts Spanish exchange students and has a whole-school friendship link with a school in The Gambia. The school deploys its resources adequately to achieve sound outcomes for pupils and satisfactory value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2

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The effectiveness with which the school deploys resources to achieve value for money	3
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Early Years Foundation Stage

Children make a sound start in the Early Years Foundation Stage. They quickly become familiar with the daily routines as they watch the older children and model what they should be doing. Relative strengths of the setting include:

- children's good attitudes and behaviour
- good use of questioning to develop children's thinking skills and vocabulary
- caring staff who have knowledge of the learning, development and welfare requirements for children this age.

At the start of Foundation 1, children's skills vary widely. Approximately half of the intake have the expected levels of skills, while others are weaker. Reading, writing and calculation skills are less well developed than other areas, such as their physical, creative, social and emotional development. By the end of Foundation 2, a majority of children now reach average standards, particularly in mathematical, language and social skills. This was not the case for previous year groups. Key improvements in outcomes for communication, language and literacy stem directly from a greater focus on the teaching of phonics. Adults use questioning well to help children think about what they are learning. They also make learning fun and much laughter can be heard throughout the Early Years Foundation Stage. Resources, particularly outdoors, have improved over the recent past. Nonetheless, more development remains to be done to ensure that the two outdoor spaces are as vibrant as those inside. Children enjoy learning in classrooms and outdoors and often persevere with tasks until complete. At times, adults do not offer sufficiently focused support for children during self-chosen activities, particularly outdoors. The pace of learning slows at these times as children become easily distracted and flit from activity to activity. Staff make regular observations of what children know, understand and can do. There are detailed record books which contain this information but these are not readily accessible in classrooms for parents, carers or children to enjoy and share.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

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Approximately one third of parents and carers responded to the inspection questionnaire. Most are highly supportive of the school. This reflects feedback from the school's own surveys. A few parents and carers raised a variety of individual concerns but these largely had no underlying pattern. However, a small minority drew specific attention to their concerns about how well the school deals with unacceptable behaviour. Nothing unacceptable was seen during the inspection. Inspectors scrutinised the school's records and pupils' files. Incidents are usually dealt with effectively, although occasionally the school is not as proactive as might be expected in resolving issues between pupils. Overall, inspectors agree with parents' and carers' positive views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Woodseats Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 139 completed questionnaires by the end of the on-site inspection. In total, there are 421 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	86	62	49	35	3	2	0	0
The school keeps my child safe	93	67	45	32	0	0	0	0
The school informs me about my child's progress	71	51	60	43	8	6	0	0
My child is making enough progress at this school	60	43	68	49	10	7	1	1
The teaching is good at this school	76	55	49	35	10	7	0	0
The school helps me to support my child's learning	69	50	60	43	7	5	0	0
The school helps my child to have a healthy lifestyle	70	50	58	42	9	6	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	63	45	60	43	5	4	0	0
The school meets my child's particular needs	63	45	61	44	6	4	4	3
The school deals effectively with unacceptable behaviour	49	35	59	42	13	9	3	2
The school takes account of my suggestions and concerns	48	35	65	47	14	10	1	1
The school is led and managed effectively	67	48	52	37	8	6	3	2
Overall, I am happy with my child's experience at this school	81	58	50	36	7	5	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



20 May 2010

Dear Pupils

Inspection of Woodseats Primary School, Sheffield, S8 0SB

Thank you for being so friendly during the recent inspection of your school. It was a pleasure to meet you and see you at work and play. You told us that you enjoy school. I am writing to tell you what we found out about Woodseats.

Woodseats is a satisfactory school. You all learn adequately and make satisfactory progress because your teachers make lessons interesting and you try hard. You get on well together and behave well, so keep this up! You also know lots about how to stay safe and healthy which is very important. Your headteacher, staff and governors are working hard to improve your school. They also make sure you are safe.

Part of our job is to see what your school could do better. At the moment, you do not reach high enough standards in mathematics and writing. Although your lessons are satisfactory, your teachers could make them even better. There remain things to improve to help children to develop faster in the Early Years Foundation Stage.

Governors help to run and support the school but do not always ask enough questions to check exactly how well everything is going. We have asked your headteacher, staff and governors to do a number of things to improve all of these areas. You can help by continuing to work hard and by remembering to write in your neatest handwriting in all your books.

The whole team sends you our very best wishes for the future.

Yours sincerely

Jane Hughes

Lead inspector

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