

Woodhouse West Primary School

Inspection report

Unique Reference Number	107023
Local authority	Sheffield
Inspection number	377515
Inspection dates	1–2 May 2012
Lead inspector	John Foster

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

Type of school	Primary
School category	Foundation
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	338
Appropriate authority	The governing body
Chair	Elaine Flaherty
Headteacher	Lynnette Glossop
Date of previous school inspection	2 March 2009
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Introduction

Inspection team

John Foster
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Additional Inspector
Additional Inspector
Additional Inspector

This inspection was carried out with two days' notice. Inspectors observed teaching and learning in 16 lessons involving 14 teachers. Approximately 15 hours were spent in the direct observation of pupils' learning. Meetings were held with groups of pupils, members of the governing body and staff. Inspectors observed the school's work, looking at a range of documentation including development planning, that relating to safeguarding, minutes of the governing body's meetings, pupils' records and school policies. Inspectors analysed 51 parental questionnaires along with those of pupils and staff. The response to the parents' and carers' questionnaire was low.

Information about the school

The school is larger than the average-sized primary school. About 92% of pupils are of White British heritage, with the remaining pupils being from a range of minority ethnic backgrounds. The proportion of pupils whose first language is not English is low. The proportion of pupils known to be eligible for free school meals is well above average. The proportion of pupils supported by school action plus and those with a statement of special educational needs, is above average. The school holds the following awards: The Artsmark Silver; Healthy School status, Eco School Silver and the International Eco Schools' First Flag.

The school meets the current floor standards for the minimum standards of attainment and progress expected by the government. Since the previous inspection there have been many changes of staff, including the headteacher. In 2011, the school became a Foundation School as a partner with four other schools in the City Community Learning Trust.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	3

Key Findings

- This is a satisfactory school. It is not yet a good school because the quality of teaching is satisfactory, leading to satisfactory achievement overall. Leadership and management, though improving rapidly, are currently satisfactory. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit from an Ofsted inspector before their next section 5 inspection.
- The school is organised into three phases, rather than the usual key stages. Phase 1 covers Early Years Foundation Stage and Year 1; Phase 2 is Years 2 to 4 and Phase 3 is Years 5 and 6. From low starting points, pupils make satisfactory progress overall throughout their time at the school. Children get a good start in Early Years Foundation Stage and draw closer to the level expected for their age although few reach the expected level of skills and knowledge before they move to Year 1. Learning slows during Phase 2 but moves rapidly again in Phase 3. By the time they reach the end of Key Stage 2, pupils' attainment is broadly average.
- The quality of teaching varies but overall it is satisfactory. In the best lessons, teachers make learning fun and pupils respond well by working hard and making good progress. Where teaching is not as effective, the pace of lessons is not fast enough to enthuse pupils and learning slows.
- Pupils behave well overall and at times their behaviour is exemplary. Attitudes to learning are good. Pupils told inspectors that they all get on well together and that they feel totally safe in school. Attendance, though improving rapidly, remains low.
- The headteacher leads the school well. The senior leadership team is at an early stage of development so that the recent changes in the senior staff structure have not had time to make an impact on raising attainment. More rigorous monitoring of performance and teaching has had a positive effect on improving pupils' achievement, although the use of information is not yet fully exploited. Governance is satisfactory. The school provides a satisfactory and

improving curriculum which supports pupils' good spiritual, moral, social and cultural development well.

What does the school need to do to improve further?

- Raise attainment in English and mathematics by:
 - ensuring that teaching is consistently good or better across all three phases so that lessons always go at a brisk pace and sustain pupils' interest
 - sharing the best practice found in the school especially in the use of marking so that pupils are more aware of how to improve their work.

- Strengthen the leadership and management within the school by:
 - embedding the work of the newly established senior leadership team and using team members' skills to best effect in raising standards
 - ensuring that phase and subject leaders are given frequent opportunities to monitor their subjects and use the resulting information to plan for future improvement
 - ensuring that all staff and members of the governing body are fully involved in monitoring the school's performance and planning for the school's future.

- Raise attendance levels by:
 - further developing links with parents and carers to make them fully aware that their children should attend school regularly if they are to make the progress of which they are capable
 - continuing to monitor and follow up rigorously pupils' absences.

Main Report

Achievement of pupils

Achievement is satisfactory. In lessons observed progress was satisfactory overall reflecting the quality of teaching. Pupils make better progress in the lessons where they are taught consistently well. For example, in a Year 6 mathematics lesson, pupils were asked to create patterns (nets) which when folded would become three-dimensional shapes. Most pupils tackled the task enthusiastically and successfully created the three-dimensional shapes. When lessons are less interesting pupils are compliant but the pace of learning is slow.

Attainment on entry to the Nursery class is well below that expected, with very few children having the skills and knowledge appropriate for their age. This is particularly true of their language skills. The rich provision within Early Years Foundation Stage enables them to make good progress in their learning, although by the end of the Reception Year, children's attainment remains below that expected. The major reason for the good progress in the Early Years Foundation Stage is good teaching. Many opportunities are given to develop the children's skills both indoors and

outdoors. The children quickly become confident learners and happily talk about their activities.

Progress is satisfactory but more variable as pupils move from Year 1 to Year 6. It is slower in Phase 2 because the quality of teaching in this phase is consistently satisfactory. There has been a gradually rising trend in attainment at the end of Key Stage 1, although this dipped in 2011. The school has analysed and tackled the reasons for the dip and progress is improving although currently, pupils are working at levels below those expected for their age. Through Phase 3, progress accelerates in response to stronger teaching and attainment at the end of Year 6 is broadly average in English and mathematics. The current Year 6 cohort is on course to meet their targets in English and mathematics.

Most pupils are keen and enthusiastic readers. By the end of Year 2, pupils' reading skills are improving but remain below those expected. Accelerated progress in Key Stage 2 leads to pupils' attainment in reading being average by the end of Year 6. The current improvements in reading arise from the effective teaching of phonics (linking letters to sounds) across the school.

Disabled pupils and those who have special educational needs make satisfactory progress. There is no sustained evidence of difference between the progress of other groups or boys and girls. While most parents and carers feel that their children make good progress, inspectors found that, although improving, pupils currently make satisfactory progress.

Quality of teaching

The quality of teaching is satisfactory overall, but it is variable across the school and it is because of this, that pupils' progress is inconsistent as they move through the school. At its best, teaching encourages pupils to concentrate well and to work hard, enabling them to make good progress. In these lessons, teachers plan well so that learning is matching pupils' abilities. A Year 5 mathematics lesson on ratio, for example, challenged all pupils within the class. The teacher's planning was clear in identifying the activities that would offer this challenge. The higher attaining pupils were encouraged to calculate patterns of beads to design an Aztec necklace using their mathematical knowledge. At the same time, lower attaining pupils were creating similar designs, but using practical methods. All pupils achieved success. Where teaching is less effective, pupils' learning slows. This is particularly found in some classes in Phase 2 when pupils are not given strong enough guidance to enable their learning to move at a fast enough rate. The pace of learning slows when, for example, pupils are moving from working as a class on the carpet to when they undertake their individual tasks. Disabled pupils and those who have special educational needs are taught satisfactorily. The pupils on the special educational needs register receive support in class and small groups to help them meet their individual targets and to keep at a level that enables them to be involved with the same activities as their peers.

Teachers' assessment of pupils' work is satisfactory overall. The best practice is seen when teachers identify clearly for their pupils not only what they have done well, but what they need to do to improve their work further. Pupils told inspectors that most

teachers give them good support and help them to improve their work. This guidance in lessons and marking is variable across the school.

In many lessons pupils are encouraged to work together in their tasks. This develops good social skills and pupils are happy to support each other, thus having a positive effect on the development of their spiritual, moral, social and cultural skills. The developing curriculum is effective in encouraging pupils to use their mathematics and literacy skills and knowledge in other aspects of their work.

Behaviour and safety of pupils

Pupils' behaviour is typically good overall because of the high expectations placed on them by the staff. In most lessons pupils' behaviour is exemplary and, on the rare occasions when inappropriate behaviour occurs, teachers manage this well. The school has developed a clear policy for behaviour management and all staff and pupils are aware of the processes involved. Out of class and the direct control of their teachers, pupils maintain high levels of behaviour because they know that any inappropriate behaviour will affect their peers. Inspectors support the parents' and carers' view that behaviour is good overall.

Pupils told inspectors that they feel totally safe in school and should they have a problem they know that they can always talk it over with an adult, knowing that they will be listened to sympathetically. In discussion with pupils, they were adamant that there was no bullying of any type in their school, but should it ever occur, the staff would deal with it quickly and effectively.

In spite of recent improvements in attendance, levels remain low. The school has introduced more robust systems to monitor pupils' absences. Regular analysis of data identifies persistent absences, in addition to the daily checks made by staff. The school is now following these up more promptly. The school enjoys good relationships with parents and carers and has done much work with them to ensure that their children attend school regularly. However, some parents and carers still do not recognise the importance of regular attendance.

Leadership and management

The headteacher leads the school well and in a short time, has established an effective senior leadership team. After a period of instability in the school's staffing, there have been many recent changes in the school's personnel, including the very recent appointment of a deputy headteacher. While the senior leadership team is beginning to monitor the school's performance more closely and is acting upon the findings to improve the school's provision, it is too early for a significant impact to have been made on raising attainment. Nevertheless, careful planning for the school's future is now securely in place and based on the school's evaluation of its current position. Monitoring of pupils' progress is improving and this is strengthening the promotion of equality of opportunity. There is no discrimination and gaps in performance are reducing. The senior leadership team, including the phase leaders, and middle managers undertake regular observations of teaching. The information gained is used as part of staff performance management and ensures that professional training is linked to the needs of the individual and the school. This has

been successful in raising the amount of satisfactory and good teaching. However, shortcomings remain and as yet the monitoring role of leaders and the use of their findings are not fully established. Governance is satisfactory. Members of the governing body visit the school regularly and support the school well. They know what the school does well and where improvements are needed, but much of this information is provided by the headteacher. Although changes are at an early stage there is evidence of improvement although this is not yet consistent throughout the school. The school is demonstrating the capacity to continue its improvement.

The school provides a satisfactory curriculum for its pupils. Recent reviews have been undertaken and changes have resulted in a curriculum aimed specifically at increasing pupils' interests. For example, the high proportion of boys attaining Level 5 in writing in the 2011 national tests came about as a result of the topics taught which fired their imaginations and spurred them on to improve their writing skills. The curriculum supports pupils' spiritual, moral, social and cultural development well.

Pupils' welfare is central to the school's work. Safeguarding arrangements are totally secure, fully meeting the government's requirements.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



3 May 2012

Dear Pupils

Inspection of Woodhouse West Primary School, Sheffield S13 7BP

Thank you for the welcome you gave the inspectors when we came to visit your school recently. I would like to thank you for the help you gave us with our work and let you know what we found out about your school.

You are provided with a satisfactory education and make sound progress in your learning. This is because you are taught satisfactorily overall. By the time you reach the end of Year 6 most of you reach levels in English and mathematics that are broadly average. The headteacher, staff and governors care for you well. You told us that you feel safe in school, there is no bullying and that if you have a problem there is always an adult to help you to sort it out. Your behaviour is good overall and for much of the time it is excellent. Unfortunately, too many of you miss school too often, so you do not always make as much progress as you could do.

The school provides you with a satisfactory curriculum and is making it more interesting and this is giving you more enthusiasm for your lessons. You told us that you get on well together in class and in the playground.

In order to make the school even better we have asked the headteacher, staff and governors to:

- help you to reach higher standards in English and mathematics
- make sure that the school's leaders work closely together to help to raise attainment
- work closely with your parents and carers to make sure that more of you attend school regularly.

You can help by continuing to work hard.

With best wishes for the future.

Yours sincerely

John Foster
Lead Inspector

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