

# Woodhouse West Primary School

Coisley Hill, Sheffield, South Yorkshire, S13 7BP

## Inspection dates

12–13 February 2014

|                                |                      |              |          |
|--------------------------------|----------------------|--------------|----------|
| <b>Overall effectiveness</b>   | Previous inspection: | Satisfactory | 3        |
|                                | This inspection:     | <b>Good</b>  | <b>2</b> |
| Achievement of pupils          |                      | Good         | 2        |
| Quality of teaching            |                      | Good         | 2        |
| Behaviour and safety of pupils |                      | Good         | 2        |
| Leadership and management      |                      | Good         | 2        |

## Summary of key findings for parents and pupils

### This is a good school.

- Based on their starting points, pupils' achievement is good. They make good progress as they move through the school. By the end of Year 6, most pupils reach standards that are above average in reading and mathematics and broadly average in writing.
- Standards in reading and writing, especially in Key Stage 2, have improved continuously for the last two years at a faster rate compared to the national picture. Currently, pupils' progress is good.
- Disabled pupils, those with special educational needs and those who are eligible for pupil premium, make good progress from their starting points.
- Teaching is usually good across the school and sometimes outstanding.
- Pupils enjoy school and are proud of their achievements. Behaviour is good and attitudes to learning are very positive. Pupils say they feel safe.
- The headteacher's leadership has been central to the school's good improvement in the past two years. Leaders work well as a team and have high ambition for the school. Changes continue to have a very positive impact on achievement, teaching and learning, and behaviour.
- The school provides a good and interesting curriculum for its pupils.
- The governing body fully understands the school's strengths and areas to develop and holds it to account by rigorously assessing its performance.

### It is not yet an outstanding school because

- The quality of teaching is not yet consistently good and outstanding across the school.
- Teachers do not always ensure that pupils respond well enough to the comments they receive about their work.
- Teaching over time has not always met the needs of the different groups of pupils and especially the most able, resulting in variations in how much progress pupils make.
- Attendance is below the national average.

## Information about this inspection

- The inspectors observed 20 lessons in all of the school’s classes, four of which were observed jointly with the senior leaders. In addition, the inspectors made other visits to classes, looked at pupils’ workbooks and listened to large numbers of pupils read.
- Inspectors analysed a range of documentation. This included: safeguarding records and those relating to behaviour and attendance; records of pupils’ achievement; records of the checks made on teaching and pupils’ learning; the school’s self evaluation and improvement plans.
- Meetings were held with five members of the governing body and with senior leaders. A meeting was also held with a representative from the local authority.
- Formal discussions were held with pupils, as well as informal conversations during lessons and at break times.
- Inspectors viewed the school’s website.
- Inspectors took account of 28 responses from the on-line questionnaire (Parent View) and many parent discussions carried out during the inspection. The school recent parent questionnaire was also looked at.
- Thirty-five staff members completed a voluntary staff questionnaire.

## Inspection team

Michael Wintle, Lead inspector

Additional Inspector

Christine Millett

Additional Inspector

Lesley Bowyer

Additional Inspector

## Full report

### Information about this school

- This school is larger than the average-sized primary school.
- The vast majority of pupils are from White British families.
- The proportion of pupils eligible for the pupil premium funding (pupils known to be eligible for free school meals, those in local authority care and those from service families) is well above average.
- The proportion of disabled pupils and those who have special educational needs and are supported through school action is well above average. The proportion of pupils supported through school action plus or with a statement of special educational needs is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- There have been significant staff changes since the previous inspection.
- The school is a member of the City Community Learning Trust, which comprises of four primary schools and a local secondary school.

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

- Improve the quality of teaching from good to outstanding in order to speed up the rates of pupils' progress by:
  - sharing the best practice that exists in the school to influence high quality teaching throughout
  - checking and insisting that all pupils respond to the feedback they receive in their books to improve their work
  - ensuring all pupils are involved and interested in their learning all the time
  - ensuring that tasks set in lessons enable pupils of all abilities, particularly the most able, to make their best possible progress at a good rate.
- Continue to improve attendance by reinforcing the work of the attendance team in working with all parents.

## Inspection judgements

### The achievement of pupils

is good

- Children start in the Early Years Foundation Stage with skills and knowledge that are well below those expected for their age and especially in personal development and communication and language. They get off to a good start in the Early Years Foundation Stage and they make good progress. The staff provide good opportunities for learning, both inside the classroom and in the outside learning area.
- Pupils make good progress overall from Year 1 to Year 6. Progress speeds up in the later stages of Key Stage 2. Since the previous inspection, the headteacher has worked successfully to improve achievement, which has risen as a result, and progress is now good across the school.
- Pupils leave Year 6 with standards in reading and mathematics above expected levels. In writing, they are broadly average but are improving quickly for current pupils. Overall, pupils' skills in numeracy and literacy are developed well so that they are well prepared for the next stage in their education.
- Not enough pupils, however, make consistently rapid progress in reading, writing and mathematics for progress to be outstanding overall. This is because they are not always given work that challenges them to do their very best. When this happens, it typically applies to the most able, but by no means exclusively so. However, numbers of pupils attaining the higher levels in reading, writing and mathematics is growing and current most able pupils are performing at least in line with the national average.
- Provision for disabled pupils and those who have special educational needs is well organised and closely directed to their needs, such as the outstanding support to improve their reading observed in Key Stage 1. Provision is good and as a result, pupils progress as well as their classmates and are fully included in all activities.
- Last year, at the end of Year 6 the attainment of pupils eligible for the pupil premium, including those known to be eligible for free school meals, was behind their classmates in English and mathematics by over two terms. School data and inspection evidence show that current pupils who are eligible for pupil premium are now on track to match the attainment of their peers in reading, writing and mathematics in nearly all year groups because of better teaching.
- Reading is a strength of the school and progress is good. Right from the Nursery class, children have a secure grasp of basic skills to give them a good foundation to extend their reading skills. Inspection evidence shows that by the end of Year 6 more pupils are achieving the expected reading standards. In 2013, more pupils in Year 1 attained the expected standard in the reading screening test than average.
- There is a consistent focus on reading across the school. Pupils have a clear understanding of how letters are linked to sounds (phonics) and this helps them read words they are not used to. Pupils say that improvements to the teaching of reading and more exciting books have encouraged them to read more often and with greater enjoyment. One Year 2 boy said, 'I love stories. I read them all the time.'
- Improvements in standards and the rates at which pupils make progress clearly show the school's commitment to promoting equal opportunities and tackling discrimination.

### The quality of teaching

is good

- The overall quality of teaching is good across the school. Teaching has improved since the previous inspection, but it is not yet outstanding because not enough lessons promote pupils' excellent learning and achievement. Closer checks on teachers' work by the headteacher has resulted in the provision of training, which has built staff confidence.
- Brisk pace is a feature of most lessons. Children were very involved and interested in the Early Years Foundation Stage when they were learning their 'Funky Phonics.' The teacher was able to grab quickly children's attention to their letter blendings. Children were completely engrossed

and their learning so rapid that nobody noticed the inspector sitting in the room.

- Pupils' writing is well presented and laid out. Year 5 boys openly talked about being awarded a 'pen licence' in return for first class handwriting. Classrooms and corridors displayed high quality written work. Headteachers from other Trust schools have taken examples of pupils work to share with their staff to give pointers on how they can obtain the same quality of presentation and layout in writing in their schools.
- In a small proportion of lessons where teaching is less than good, some pupils do not always make as much progress as they could. The main reason this is that some work is too easy and some is too hard. As a result, some pupils do not fully test themselves or move on with their learning as quickly as they could, particularly, some of the most able.
- Pupils confidently know their curriculum levels and their targets for learning. In a Key Stage 2 mathematics lesson solving decimals problems, pupils could share their levels with other pupils and were confidently expressing with their partners what they needed to do to reach their target and next level.
- Activities are often lively and very well structured and provide pupils with good opportunities to discuss their ideas. In an upper Key Stage 2 lesson, pupils were given opportunities to debate about Robin Hood and if it was ever right to steal. Pupils used mature vocabulary and became very animated in their debates with other pupils in the class.
- Teachers' good subject knowledge means that they can link topic work to many different subjects. For example, pupils say they like the way teachers link their work on volcanoes and the destruction of Pompeii to other subjects. Pupils use very mature vocabulary and openly write about 'the pyroclastic clouds that started to brew'. This type of activity excites their thinking and as a result they learn quickly and often at pace.
- An analysis of work in pupils' books showed that marking is regular and helpful comments are given by teachers to help pupils improve their work. Pupils say that this helps them and appreciate the pointing out of the next steps in learning. However, not all teachers ensure that all pupils respond often enough to feedback and guidance in order to help them to improve their work.
- Teaching assistants, together with tailor-made teaching packages and methods, are successful in building pupils' self-confidence and helping them learn and make good progress. This approach is especially successful for those pupils who have special educational needs and for pupils eligible for the pupil premium funding.

## **The behaviour and safety of pupils** is good

- The behaviour of pupils is good. Pupils keenly follow the examples of adults in the school who act as good role models. As a result, they are sensitive to the needs of others and generally show high levels of care and consideration towards them. One Year 6 pupil stated, 'It's just a good school. Teachers really care for us.'
- Pupils behave well in lessons. They focus well and work hard and this makes a strong combination to their good achievement. The school's records for behaviour, and responses by pupils and most parents indicate that this good behaviour is usual for pupils at the school.
- Behaviour around the school is good. Behaviour is not yet outstanding because, in lessons where teaching and learning was slow and failed to involve all pupils all the time, pupils occasionally lose attention.
- Assemblies, class debates, links with the other Trust schools and many opportunities for pupils to work together contribute well to their spiritual, moral, social and cultural development, which impact well on learning. Pupils have positive attitudes to learning.
- The school's work to keep pupils safe and secure is good. Pupils have a good understanding of how to keep safe and are confident that any issues will be dealt with effectively and fairly by the school. Pupils report that they feel safe. They understand bullying can happen in a range of ways, including through mobile phones. They say that there is no bullying in the school and are confident that their teachers would deal quickly with it.

- Attendance is below average, although improving. Pupil premium funding has helped the attendance team improve attendance, with the result that the school saw rises that equalled anything within the local authority last autumn term. However, leaders acknowledge that still more work needs to be done to raise attendance to at least the national average.

## **The leadership and management** is good

- The headteacher and the governing body have developed a strong sense of purpose among all the staff. The headteacher has given more people responsibilities for leadership in order to help drive forward her ambition for the school. All staff said that the school is well led. Staff are proud to be a member of the school.
- The headteacher works closely with other leaders and governors to robustly scrutinise the quality of teaching, pupils' achievement data and their workbooks. This has led to an accurate view of the school's work and pursuit of appropriate priorities to enable further improvements. As a result, teaching has improved and standards risen. However, the sharing of outstanding teaching practice is still needed to ensure that teaching is outstanding overall.
- There is rigorous analysis of data about pupils' attainment and progress. Such analysis informs the clear and detailed plans for the school's future development, which are regularly monitored by school leaders and governors.
- Subject leaders have a good impact on the school's development and underpin a good capacity to improve further. There is a strong focus on developing good or better teaching and they have played an important part in raising the quality of teaching. Leaders at all levels are fully aware of the school's strengths and areas to develop. They have clear a understanding of why the school is not outstanding.
- Pupils find the curriculum very interesting and it contributes strongly to their learning. While it is focused on developing pupils' basic skills in speaking and listening, reading, writing and mathematics, it also provides very many opportunities for pupils to develop their love of history, art, science and music. The recent visit to Skipton Castle enthused Year 6 pupils who spoke of their learning weeks later. The experience of being in a dungeon with no lights galvanised their thinking and interest in historical events. One pupil said that, 'It made the learning real and fun.'
- There is a strong focus on developing pupils' physical and sporting skills. This area of the school's work is led well. The primary school sport funding has been planned and current school funding is used effectively to develop competitive sport as well as encouraging after school and lunchtime activities such as boys dance and a gymnastic club. Funding has also been used to employ a specialist physical education teacher from the Trust to support teachers in delivering high quality lessons. Allied to some good physical education such as observed with a Year 2 class, these are contributing to pupils' physical development.
- The local authority has an accurate view of the school. Both the local authority and the Trust provide effective support for this good school. The Trust provides regular support to evaluate its performance. This has given the headteacher and governors a clear view of what needs to be done to improve further.
- **The governance of the school:**
  - The governing body offers sympathetic support and rigorous challenge to the school, which have ensured that standards have risen. The Chair of the Governing Body is well informed about the school and uses governors' expertise to good effect. An example of this is the way link governors keep the governors fully informed and hold leaders to account about the progress the school is making. Governors have made good appointments to leadership posts. They have tackled weaker teaching and have not been afraid to make difficult decisions relating to increasing attendance rates and pay-related performance. They know about the attainment and progress of all pupils based on secure analysis of school data. This includes knowledge about those pupils who are known to be eligible for the pupil premium and how the funding has been spent to provide targeted teaching and improved resources. For example, governors were clear about the impact on pupils' reading progress. Governors

monitor the performance of all staff and ensure that they have received good training, for example, to ensure that pupils are kept safe from harm through relevant safeguarding systems that meet current guidelines.

## **What inspection judgements mean**

**School**

| Grade   | Judgement            | Description  |
|---------|----------------------|--|
| Grade 1 | Outstanding          | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.   |
| Grade 2 | Good                 | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.   |
| Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.   |
| Grade 4 | Inadequate           | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |



## School details

|                                |           |
|--------------------------------|-----------|
| <b>Unique reference number</b> | 107023    |
| <b>Local authority</b>         | Sheffield |
| <b>Inspection number</b>       | 430929    |

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

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| <b>Type of school</b>                      | Primary                                    |
| <b>School category</b>                     | Community                                  |
| <b>Age range of pupils</b>                 | 3–11                                       |
| <b>Gender of pupils</b>                    | Mixed                                      |
| <b>Number of pupils on the school roll</b> | 363  |
| <b>Appropriate authority</b>               | The governing body                         |
| <b>Chair</b>                               | David Gough                                |
| <b>Headteacher</b>                         | Lynnette Glossop                           |
| <b>Date of previous school inspection</b>  | 1 May 2012                                 |
| <b>Telephone number</b>                    | 0114 2692602                               |
| <b>Fax number</b>                          | 0114 2697389                               |
| <b>Email address</b>                       | headteacher@woodhousewest.sheffield.sch.uk |

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