



Woodhouse West Primary School

Inspection Report

Unique Reference Number 107023
LEA Sheffield
Inspection number 277686
Inspection dates 22 May 2006 to 23 May 2006
Reporting inspector Mrs Jane Hughes CfBT Lead Inspector

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

Type of school	Primary	School address	Coisley Hill
School category	Community		Sheffield
Age range of pupils	3 to 11		South Yorkshire S13 7EW
Gender of pupils	Mixed	Telephone number	0114 269 2602
Number on roll	386	Fax number	0114 269 7389
Appropriate authority	The governing body	Chair of governors	Mrs E Flaherty
Date of previous inspection	25 September 2000	Headteacher	Mr John Bennett

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Woodhouse West is a larger than average school with nursery provision for up to 52 children. The proportion of pupils eligible for free school meals is much higher than average. A smaller than average proportion of pupils has a statement of special educational need but a far larger proportion has learning difficulties and/or disabilities (LDD). Few pupils are of minority ethnic heritage or speak a language other than English. The learning mentor post is funded by the Excellence in Cities programme. The school has been awarded the Silver Artsmark.

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 and improving school that provides good value for money. Leaders set the right priorities for pupils to make good progress. They are, however, over-modest about the school's effectiveness. Standards by Year 6 are below average but rising steadily, although clear improvement has only started this year for younger children. Pupils make good progress, although weaknesses in their language and social skills, along with the fractured attendance patterns of some children, remain barriers to higher attainment. The school works relentlessly to improve stubbornly low attendance levels. Pupils say they like school. They behave very well because adults expect this. Teaching is good with some outstanding practice in Year 6. Nevertheless, pupils do not always have a clear enough understanding of what they need to do next to improve their work. Reception age children do not have access to all areas of learning all day and physical provision for outdoor learning in Reception is currently inadequate. The rich curriculum offers pupils valuable opportunities to step outside their familiar world. Staff meet the academic and personal needs of all pupils very well. The headteacher provides clear direction and is increasing the pace of change. This is driving up standards and accelerating pupils' progress, particularly in Years 1 and 2. Subject leaders support colleagues effectively. They successfully strengthen improvement in their curriculum areas. The school has made good progress in tackling the issues identified at the last inspection. There is good capacity to improve. Parents appreciate all the school offers. They say, 'It always goes the extra mile to make each child feel welcome, individual and special.'

What the school should do to improve further

To improve further the school should focus on:

- persuading more parents to bring their children to school regularly
- ensuring pupils have a clearer understanding of their individual learning targets and know exactly what they need to do next to improve
- giving children in Reception opportunities to develop their skills in all areas of learning throughout the school day
- improving outdoor provision for Reception children.

Achievement and standards

Grade: 2

Pupils achieve well. They arrive at school with skills well below those expected for their age. Personal, social and language skills are particularly low and these weaknesses are a barrier to higher attainment as they move through school, most markedly in Years 1 and 2. By the time pupils leave Year 6, they have made good progress, although the standards most attain are below average. Standards attained in Year 6 have risen regularly for the past four years. Predictions for 2006 test results show that pupils in Year 2, in particular, are set to attain far higher standards than in the previous four years. This has been a strong focus for the school's leadership this year and new

strategies are working well. Pupils are able to link sounds and letters far more easily and boys respond well to the new, lively approach. Improving language skills are helping pupils overcome problem-solving difficulties in mathematics. All groups, including those with LDD, achieve equally well because staff provide suitable support and the right levels of challenge to meet their individual needs. Lack of suitable provision outdoors to extend children's physical skills, coupled with a lack of continuous access to all six areas of learning in Reception classes slows the development of children's skills.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, is good. Pupils are proud of their school and say, 'This is a friendly school where everyone gets involved.' They are eager to learn, although, despite the school's best efforts, some parents still refuse to bring their children to school regularly. Pupils collaborate well, for example, when Year 4 worked in the information and communication technology (ICT) suite, checking their understanding of 'procedures' with their learning partners. Pupils vie to win a 'golden ticket': the passport to sitting at the headteacher's table for lunch, complete with tablecloth and waiter. Pupils behave very well and agree they feel safe and that there is little bullying. They relish taking responsibility, and dutiful school councillors take their roles seriously. Their peers agree that they help to change school for the better. Many fill in a formal 'job application' for different school duties and explain why they are a suitable candidate. This self-awareness helps to prepare them well for the world of work. Pupils are increasingly knowledgeable about how to live more healthily. They tuck into healthy school breakfasts, snacks and lunches and many join in regular sporting activities.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good, with some outstanding teaching in Year 6. In the best lessons, pupils are given challenging activities and they respond well. They make good progress because lessons are planned to cater for their differing abilities. The organisation of areas for Reception children means they do not have constant access to all areas of learning and this slows the development of their skills. Support staff, mentors and visiting specialists work well with teachers to engage pupils in learning. They help pupils with LDD to make equally good progress because they plan for them to improve in small, measurable steps. Challenging academic and personal goals result in very good attitudes and behaviour. Pupils say, 'Teachers are really friendly and help you do good work'. From an early age they are encouraged to assess their own work, helping them to think about what they have understood and where they need more help. This practice is not consistently applied throughout the school

and staff are working with other schools to refine their systems. Teachers regularly mark pupils' work and track their progress. However, the impact of this is diminished because guidance on what they must do to improve their work and meet targets is not expressed in terms they can readily understand. Parents find teachers are 'easy to approach and willing to help' and they value this.

Curriculum and other activities

Grade: 2

The good curriculum promotes pupils' health and safety well. It is well matched to pupils' needs, including those with LDD. A new approach to the teaching of phonics and grammar has had a positive impact on pupils' reading and writing skills and pupils enjoy these lessons. The wide range of enrichment and extra-curricular activities, such as photography and African drumming, stimulates pupils' curiosity. The school is working towards a Healthy Schools Award and is promoting pupils' understanding of healthy lifestyles. Some Year 2 pupils practise calming massage. Others in Years 3 and 4 learn a modern foreign language. As part of a local Creative Partnership, Year 6 pupils are working on an environmental arts project to develop the playground. Teamwork is a priority as they improve their art, design and planning skills. The curriculum for Reception age children is restricted by the lack of outdoor learning facilities. The same children are unable to access all six areas of learning throughout the school day because of the way their classrooms are organised.

Care, guidance and support

Grade: 2

The school offers good care, guidance and support to all groups of pupils. They benefit greatly from the mentoring they receive and say 'this is a safe and happy place'. Child protection arrangements are robust and well understood by staff. Health and safety procedures and risk assessments are secure. The site manager, governors and staff work well together to ensure the school is clean and well maintained. Comprehensive systems ensure young children are well supported when they first arrive in school. Procedures to ease the natural anxieties of pupils prior to their move to secondary school are not as comprehensive. Support for pupils' learning is good and the school has a constant focus on improving their attendance. Staff review regularly the progress pupils make. They encourage them to assess their own work in lessons but, even so, pupils are not always clear enough about what their targets mean and how they could make their work even better.

Leadership and management

Grade: 2

There is good leadership and management. The vision and determination of the headteacher are driving the increased pace of improvement. All adults play an active part in improving pupils' achievement and raising standards, yet remain mindful of the central aim of nurturing 'life-long learners'. Leaders still have to resolve how to

improve outdoor learning opportunities for Reception children and how to offer activities for them in all six areas of learning throughout the day. These omissions inhibit children's skills' development. Subject leaders share their expertise well with colleagues. Conscientious administrators, support workers, lunchtime and kitchen staff bring supportive skills to the school. Parents are overwhelmingly positive about what the school offers. Their appreciation accounts for the strong place the school occupies in the local community. The school listens carefully to the views of parents and carers. For example, there are more adult education and Family Learning classes as parents begin to realise how they can support their children's learning. Committed governors fulfil their statutory duties well and are passionate advocates for the pupils. They are good custodians of the school's caring ethos, saying that, 'The Every Child Matters agenda is the reason we're all here.' They provide increasing challenge to the headteacher and help to ensure the school's good capacity for future improvement, although the school's evaluation of its own performance is overly modest.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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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	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	4	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for being so polite and friendly when we visited your school recently. We really enjoyed talking to you and listening to what you had to say about your school and what you like best about it. Here are some of the things we like about your school. You'll see that we largely agree with you.

- Your headteacher and all the adults take very good care of you.
- You produce good work and take part in all sorts of exciting projects.
- You listen carefully in lessons and try hard to do your best.
- We agree with you that teachers organise many interesting activities, visits and visitors to make lessons fun.
- Your school councillors are doing a good job in making sure your opinions help to make the school even better.

To help your school as it improves, we have asked the adults to do the following things:

- encourage your parents and carers to think very carefully before keeping you off school as you will miss important work
- give you even clearer targets so you understand them easily and you'll know exactly how to make your work even better
- set up the Reception classes so that children get to work in all the different areas each day
- make sure Reception children have better facilities outdoors.

There is a lot to be proud of in your school! Carry on working hard and looking after each other so well.