

Woodsetts Primary

Inspection report

Unique Reference Number	106926
Local Authority	Rotherham
Inspection number	309264
Inspection date	12 November 2007
Reporting inspector	Joe Peacock

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 on roll	
School	177
Appropriate authority	The governing body
Chair	Mr Simon Tweed
Headteacher	Mrs Heather Green
Date of previous school inspection	14 June 2004
School address	Wellfield Crescent Woodsetts Worksop Nottinghamshire S81 8SB
Telephone number	01909 550758
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Introduction

The inspection was carried out by one Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: the school's strategies to ensure that boys do as well as they can and that the most able pupils are being sufficiently challenged, especially in writing in Key Stage 1; the extent to which outdoor provision in the Foundation Stage adequately supports the curriculum; whether improvements to the assessment procedures, a previously identified issue, have resulted in the careful tracking of pupils' progress; and the extent to which assessment information is being used effectively to plan future work. Evidence was gathered from meetings with the headteacher and senior managers, governors, parents and pupils, visits to every classroom, scrutiny of pupils' work, assessment data and documents, as well as an analysis of the parent questionnaires which were returned to school. Some aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified and these have been included where appropriate in this report.

Description of the school

The school is situated in a rural village between Worksop and Rotherham. It is smaller than average. Almost all pupils are of White British heritage and about a third travel from outside the normal catchment area. Overall, boys outnumber the girls; this imbalance is much more apparent in some year groups than others. The proportion of pupils entitled to free school meals is well below average. The proportion with learning difficulties and/or disabilities is below average. Children begin Nursery with skills that are in line with what is expected at this age.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

'Misi griyn uweys lafs'. (Mrs Green always laughs)

This quote is not Welsh as many parents think, but from a very young child's writing. It is proudly displayed in the headteacher's office and epitomises her dedication, commitment and joy of working in school with children. The national teachers' regional award, with distinction, for being a finalist in headteacher of the year in 2007 confirms the outstanding quality of leadership and management, which is an inspiration to all staff. This is an outstanding school in just about every respect and is providing excellent value for money. It has been typically modest in judging itself to be good in all areas rather than outstanding.

Children in the Foundation Stage make outstanding progress. By the end of Reception, about half have attained the expected learning goals and the rest have exceeded them. Excellent progress continues and by the end of Year 2, standards are very high. In reading, writing and mathematics, Year 2 pupils' standards in the 2007 national assessments were significantly above average. This is an outstanding achievement, especially in reading and writing because there were many more boys than girls in the year group, and girls in the school usually perform better than boys. Standards by Year 6 are also very high in English, mathematics and science. In the 2007 national tests, for example, the unvalidated results show that over half attained above-average standards in English and mathematics, and in science the proportion was even higher. This reflects exceptionally good progress for all pupils, including the more able and those who find learning difficult. An analysis of pupils' progress from school data clearly shows that most achieved exceptionally well in relation to their prior attainment. This is due to the outstanding quality of teaching and learning and high quality of care, support and guidance for individual pupils.

'The school has made a huge effort to involve parents'; 'Woodsetts stands out above all other schools'; and 'I could not wish for a better start in life for my child', are typical quotes from parents.

Excellent relationships exist between everyone in the school. Pupils have a very positive attitude towards their learning and their behaviour is outstanding. They clearly love coming to school and attendance is above average. A strength is the way in which staff praise and encourage pupils, which is instrumental in raising pupils' self-esteem and their keenness to do well. The achievement of the Healthy School and Activemark Awards demonstrates pupils' secure knowledge and understanding of how to live a healthy lifestyle. Community links are strong and pupils are exceptionally well prepared for their future as they learn by example from staff how to be kind, considerate and polite. Pupils' very high literacy and numeracy skills, along with positive attitudes and respect for one another, equip them well for future learning.

The specific needs of every pupil are carefully assessed using a barrage of highly effective assessment procedures. These have been improved significantly since the last inspection and are constantly being refined. The school now has a detailed, accurate picture of how well individual pupils are doing and what each needs to do next. A recent development is to involve pupils more in assessing their own progress and this is helping pupils to improve markedly as they are clear about what is expected of them. Year 5, for example, very effectively evaluated the quality of one another's presentation to the class about their leisure activities. Pupils sensibly balanced comments about what they liked and what could be better. Care is taken to ensure that the more able are successfully challenged in each class and that pupils who may

be underachieving in any area are quickly guided and supported. As a result, all pupils make excellent progress throughout the school.

The quality of provision is outstanding and is directly responsible for pupils achieving such high standards. Teachers' enthusiasm, and the way learning is made fun, exciting and challenging are key strengths in creating a purposeful atmosphere for learning throughout the school. For example, pupils in Year 6 were highly motivated to write another chapter in their story after listening to music and viewing atmospheric locations projected on to the interactive whiteboard.

The outstanding curriculum motivates and challenges all pupils by providing them with many interesting learning experiences. Visits and an extensive range of activities at lunchtime or after school enhance the provision; for example, pupils talked with pride about their gardening club and Year 6 enjoy starting the day with Yoga once a week. All pupils learn French and excellent links are made between the different subjects. The pencil sketches by Year 6 of Elizabethan galleons were impressive and enabled pupils to use their skills in art and design, as well as computer research skills, in their history topic.

Parents and pupils alike appreciate the outstanding level of care, support and guidance, which ensures that pupils enjoy school and do so well. The whole staff have been involved in creating the very high level of care and support which results in such a warm, friendly atmosphere in school. Secure systems ensure health, safety and child protection. A very close check is kept on the welfare of vulnerable pupils and there are strong links with outside agencies to support this work.

The well established partnership of the headteacher and exceptionally talented deputy headteacher ensures that staff work highly effectively as a team. The school improvement plan, called the developing excellence plan, reflects the commitment of everyone to further raise standards and the quality of education for all pupils. All teachers regularly monitor the quality of teaching and learning and other aspects of school life. The school is well resourced, with an impressive number of computers that are used effectively to support learning. The parents have helped to establish a computer-based system for the school library and the number of books of interest to boys has been substantially increased. The governing body has a high level of expertise and all governors are fully committed to helping the school to improve, for example, by visiting often and helping to identify how successfully current priorities are being tackled. As a result, the school has an excellent capacity to continue improving.

Effectiveness of the Foundation Stage

Grade: 1

Outstanding leadership and management in the Foundation Stage are the key to ensuring that all children, including the more able, benefit from teaching of outstanding quality. On entry to the school, staff carefully assess each child's development and use the information effectively to support and challenge them, ensuring that all quickly settle in and enjoy their time in school. The accommodation has recently been extended and now provides an exceptionally spacious Nursery and Reception Unit. Exciting learning opportunities are carefully planned to stimulate children's curiosity and their desire to learn. There is a strong emphasis on mark-making and developing early writing skills in every area of the unit, including the large outdoor area. Children especially enjoy the variety of activities available outdoors aimed at improving their dexterity and balance. The excellent progress that most children make means that, by the end of Reception, almost all achieve the skills expected for their age and over half exceed them. Progress in their personal development is exceptional, with most joining Year 1 as happy and

confident learners. Relationships between children, staff and parents are a key strength. Parents are welcome into the Foundation Stage and often join in with learning activities at the start of the day. The transition from the Foundation Stage to Key Stage 1 is managed most effectively.

What the school should do to improve further

- There are no significant areas for development.

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Annex A

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?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

I really enjoyed my day with you in your outstanding school. It is a long time since I have been so amazed at what I heard and saw. Year 2 pupils were telling me over lunch about the million-gram pumpkin that you grew in the school garden. Year 6 were a bit nearer at 16 kilograms but I enjoyed their story about how it was taken home. I do not think that I have seen a better designed nature area or garden plot in any school. There are so many different habitats for animals, birds and creepy crawlies! The size of your compost heap shows how much you enjoy planting and growing things in the gardening club.

There are so many other excellent things about your school that I hardly know where to begin. I can see why you love being at school and how much you enjoy doing all the interesting things that your teachers plan for you.

Well done to all of you for working so hard and achieving such high standards in reading, writing, mathematics and science. The Year 6 pupils' sketches of Elizabethan galleons were superb and I wish that I had been given more time to read your long stories. I'm sure that when you have finished them, they will come alive and hook the reader. Year 2 did a brilliant job making the timber framed houses and painting them, and I thought that Year 3 pupils' Diwali display was first class. You are so lucky that the school takes such very special care of you all and is quick to support you if you need help.

Your headteacher, governors and staff know the school well and have their own programme firmly in place to make it even better.

I cannot thank you enough for helping me with this inspection. It is easy to see why you and your parents are so proud of your school. It is very special! I hope that you will carry on enjoying everything that it offers and go on trying your best to make it even more successful.