

Woodhouse West Primary School

Inspection report

Unique Reference Number	107023
Local Authority	Sheffield
Inspection number	324508
Inspection dates	2–3 March 2009
Reporting inspector	Clive Petts

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	334
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs E Flaherty
Headteacher	Mr John Bennett
Date of previous school inspection	22 May 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Coisley Hill Sheffield South Yorkshire S13 7EW
Telephone number	0114 269 2602
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Age group	3–11
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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 primary school situated on the southern outskirts of Sheffield. Nearly all pupils are of White British heritage and no pupils are learning to speak English as an additional language. A much larger than average number of pupils is eligible for free school meals. The proportion of pupils with learning difficulties and/or disabilities is a great deal higher than in most schools. The school serves an area with much socio-economic disadvantage. The recently completed Children's Centre is managed by the school. The school has gained the International Eco-schools Green Flag award.

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 which enjoys the trust and confidence of the overwhelming majority of parents and families. Its very welcoming, friendly and inclusive nature is particularly appreciated by parents. 'My children have integrated well and are having the time of their life at this school.' is a typical comment. Some aspects of its work are outstanding, such as the high quality of care and support for pupils and the curriculum that takes full advantage of opportunities to link subjects together and matches activities really well to the needs of all pupils. At the heart of the school's quest for improvement is the excellent vision and drive of the headteacher who is ably supported by a talented team of staff and governors. He expects pupils to do well and makes certain that they and their families are given the self-belief to succeed. Together, this provides a good capacity for the school to continue to improve.

From starting points that are well below average when they join the Early Years Foundation Stage, pupils achieve well reaching average standards by the end of Year 6. In science pupils achieve particularly well. Since the last inspection a constant focus on achievement has boosted writing and numeracy skills. However, standards in mathematics are lower than those in English and science. School information reveals that, despite variations in cohorts, strategies adopted are meeting with success, especially in writing. Pupils with learning difficulties and/or disabilities make good and outstanding progress because of the effective support they receive.

Pupils arrive at school with a smile on their face. 'My son is so at ease at school. He enjoys it every day.' is typical of parents' views. Nearly all pupils want to be at school because they really enjoy their learning. Absence has been gradually reduced with attendance now satisfactory. Behaviour is good with some super examples of sensible, safe and considerate attitudes. Pupils are aware of the advantages of taking regular exercise and choosing a balanced diet. They learn about life in other cultures, for example, reflecting what it is like to live in the Indian village of Chembakolli.

Teaching and learning are good with some examples of outstanding teaching seen. Pupils' learning was best when teachers used probing questioning that required pupils to think quickly and apply their knowledge and skills. Occasionally, teaching allows the rate at which pupils recall facts and solve problems to slow, especially in mathematics. This results in slower progress. Excellent pastoral care and guidance contribute to the school's outstanding success in promoting equality and eliminating discrimination. Excellent partnerships with a range of agencies contribute significantly to the school's work. Senior leaders maintain a firm focus on improvement. Their success can be seen in the advances made in the quality of outcomes for pupils. Consequently, the school provides good value for money. Governors have a clear and accurate view of how well the school is doing because of the full part they play in evaluating the school's performance.

Effectiveness of the Early Years Foundation Stage

Grade: 2

On arrival, children's overall skills are well below age-related expectations. Their communication and personal skills are particularly weak. Excellent relationships with parents and on-site pre-school provision ensure that the staff are well aware of individual needs. Children make very good strides in their personal development because of the supportive, warm relationships between adults and children. Parents remark how quickly their children settle into routines. All

make good progress to reach levels that are close to but still below those expected for their age by the time they enter Year 1. Children are happy and at ease in all activities and routines. They know when it is time to take a break and have a healthy snack and drink. They quickly grasp the value of playing together, taking turns, sharing toys and listening to each other. As a result, behaviour is good and children respond well to praise. Staff pay good attention to children's welfare. Children are excited by the things they do, for example, using a 'well loved' story they have much fun following a recipe to 'mix' cement and explore the best mixture for building with straw. Teaching and the quality of learning opportunities are good overall. Recent improvements to the Reception outdoor learning mean that there is now a range of outdoor activity which effectively builds on indoor activity. Outdoor learning in the Nursery is less well developed. Regular observations and team discussions ensure that adults are alert to what children need to do next. Activities to ensure children think for themselves, make decisions and develop their speaking and listening are thoughtfully organised, especially in Reception. Leadership of the Early Years Foundation Stage is good and ably supported by an accomplished team of staff.

What the school should do to improve further

- Ensure that pupils are helped to apply their mathematical knowledge and skills more speedily to solve problems, to raise standards and improve progress in mathematics.

Achievement and standards

Grade: 2

After making good progress in the Early Years Foundation Stage, pupils continue to achieve well and make good progress to reach average standards by the end of Year 6. Standards in science and English are higher than mathematics. Although 2008 provisional national test results indicate a dip, achievement remained good as a larger number of pupils entered school from a much lower starting point. Resolute efforts to improve the consistency in the challenge and pace of learning, especially in Years 1 and 2 are paying dividends. Current school information shows that reading and writing at the end of Year 2 is much improved and numeracy skills are getting better as pupils begin to apply their knowledge more confidently to solving problems. Highly effective support in lessons helps those with learning difficulties and/or disabilities to progress at the same and sometimes better rate than their classmates. Challenging targets are set for all pupils. The school's data indicates that the current Year 2 and Year 6 pupils are on course to achieve them, with many likely to exceed them, especially in science.

Personal development and well-being

Grade: 2

Personal development is good. Pupils enjoy coming to school and learning alongside their friends. Overall attendance is satisfactory and improved since the last inspection. Behaviour throughout the school is good with many pupils displaying sensible and responsible attitudes. They have a good understanding of how to stay safe. There is a strong sense of belonging and relationships among pupils and with staff are very good. School council members are proud of the excellent contribution they make to decisions that improve the school. Pupils' spiritual, moral, social and cultural development is good. They are increasingly aware of how they fit into the multicultural world. Pupils learn to reflect upon and respect differences and this helps prepare them well for later life. Pupils enthusiastically join in village events, for example, singing in the choir at the local Christmas market or planting bulbs to enhance the environment.

Quality of provision

Teaching and learning

Grade: 2

The consistent pattern of good, often inspiring and exciting teaching makes sure that all pupils learn well. Staff expect pupils to do their best and make certain any barriers to learning are eliminated. Activities are imaginatively tailored to meet individual talents and needs, regardless of pupils' starting points or background. Lively classrooms are skilfully managed by staff to hold pupils' attention and interest. Interactive technology adds to the variety in pupils' learning. A strong focus on phonics in Years 1 and 2 is producing significant improvements in speaking and listening. It also strengthens the development of reading and writing. Effective and inspired support makes certain no pupil is left out and all make equally good progress. There is currently a stronger focus on the application of numeracy skills. This has boosted attainment in mathematics but sometimes opportunities are missed to reinforce these skills, particularly when pupils are solving problems.

Curriculum and other activities

Grade: 1

The outstanding curriculum meets the needs of all pupils really well. There is excellent, well matched provision for pupils with learning difficulties and/or disabilities. For example, structured phonics programmes have been successfully introduced in Years 1 and 2 to address underachievement in reading and writing. Inventive use of topics across the curriculum provides a very rich range of first hand learning, making learning much more meaningful. For example, pupils learn French using finger puppets of French historical characters. Global appreciation is enhanced through pupils' study of other cultures and common environmental issues as part of the school's eco-initiatives. There are a wide range of very popular after-school activities for pupils to acquire new skills, for example, in the creative arts and sport. A highly imaginative programme of visits and visitors successfully boosts pupils' desire to learn. Appropriately, a great deal of emphasis is placed on improving pupils' basic skills and using information and communication technology to enhance the quality of their work.

Care, guidance and support

Grade: 1

Outstanding care, guidance and support reflect the school's caring, family ethos. Current government safeguarding requirements are met and pupils' health and well-being are given very high priority. The exceptional level of care and concern for the welfare of every pupil is evident throughout the school. Pupils say that they feel safe and are confident that staff are always on hand to share and resolve a worry or concern. They trust staff and confidently talk about how they feel valued. Pupils' enhanced self-esteem helps them to develop responsible attitudes to all aspects of school life. A rigorous system to check pupils' academic progress is in place. The information collected is used well when planning lessons and in arranging intervention if a pupil's progress is seen to falter. Pupils are given excellent advice as to how they can improve their work. Older pupils regularly check their own and classmates work against their targets to assess how successful they have been.

Leadership and management

Grade: 2

Leadership and management are good. There is a shared commitment to providing a high quality education for all pupils. Since the previous inspection, pragmatic and sensitive approaches have successfully improved the quality of teaching. For example, the best practice has been shared to develop the skills of all teachers. Classrooms have been systematically adapted to provide vibrant, stimulating learning environments. Leaders have a clear understanding of what is required to promote community cohesion. The recently completed Children's Centre provides much effective support for family and pre-school learning. Its success indicates clearly that the school gives a strong focus to community cohesion. Pupils engage with communities outside the school itself and its local community with good understanding of common values. Self-evaluation is accurate though the school's judgements of its performance are occasionally modest. Governance is good. Under the secure leadership of the Chair of Governors the governing body provides effective support and challenge in equal measure. Senior leaders have correctly identified priorities for continued improvement. Recent middle management changes are starting to add to the strength of subject leadership. Their impact can be seen in the trend of rising attainment and positive achievement.

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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?	2
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 capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
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	2

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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**

Inspection of Woodhouse West Primary School, Sheffield, S13 7EW

We thoroughly enjoyed our inspection of your school and appreciated your really happy, friendly and polite welcome. We were extremely impressed by the lively family atmosphere and your enthusiasm to learn. We enjoyed talking to the members of the school council and seeing how much you enjoy your lessons, playtime and lunchtime with your friends. You go to a good and improving school. These are some of the things the school does really well.

- You all achieve well and reach standards which are in line with those reached by many other children.
- Teaching is good and sometimes outstanding. Teachers make learning fun and staff help and support you very successfully when you need it.
- Your behaviour is good. You get on really well with each other and we were very impressed with the responsible attitudes of many older pupils.
- The curriculum is outstanding, with lots of exciting activities.
- Your headteacher and staff work very hard to make certain you receive the highest quality of care and support.

We have asked your school to develop your education by making sure you improve the way you use your mathematical skills so that you can solve problems quickly and do better in mathematics.

You all have an important part to play continuing to improve your school. You can help by attending regularly, listening very carefully to the advice and guidance of your staff and by working as hard as you possibly can. This will help you achieve even more and reach higher standards.

Thank you for helping us with this inspection. We hope your school will keep on building on its strengths.