

Woodthorpe Primary School

Inspection report

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| Unique Reference Number | 107071 |
| Local Authority | Sheffield |
| Inspection number | 336803 |
| Inspection dates | 4–5 May 2010 |
| Reporting inspector | Andrew Clark |

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

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|--|---|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 371 |
| Appropriate authority | The governing body |
| Chair | Mr L Angel |
| Headteacher | Mr Chris Thew |
| Date of previous school inspection | 2 May 2007 |
| School address | Lewis Road Sheffield South Yorkshire S13 8DA |
| Telephone number | 0114 2399167 |
| Fax number | 0114 264 2628 |
| Email address | headteacher@woodthorpe.sheffield.sch.uk |

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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 17 lessons and observed 14 teachers. The inspectors held meetings with governors, staff, parents and groups of pupils. They observed the school's work, and looked at a range of documentation, including policies, the school improvement plan and an analysis of the school's records of pupils' progress and attainment. The inspection team analysed 92 completed questionnaires from parents and carers as well as a number of questionnaires completed by pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the progress pupils make in English, particularly in writing
- the progress the more able pupils make
- the contribution all staff make to improving the school.

Information about the school

The school is larger than average. The proportion of pupils known to be eligible for free school meals is well above average. The percentage with special educational needs and/or disabilities is above average. The vast majority of pupils are White British. The school has a breakfast and an after-school club managed by the governing body. It has achieved Healthy School status and Activemark. It has Investor in People status and a Leading Parent Partnership award.

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: how good is the school?

2

The school's capacity for sustained improvement

1

Main findings

This is a good school. It has outstanding features. The children get off to a flying start in the Early Years Foundation Stage and make at least good progress through the rest of the school. The excellent leadership of the headteacher and staff enables the school to play a key role in the local community and provide high quality care and guidance for pupils and their parents. The governing body is sharply focused and effective in supporting the school in meeting increasingly challenging targets in all areas of its work including ensuring pupils' safety. The school's self-evaluation is very accurate because there are thorough procedures to monitor provision and to involve staff, parents and carers and pupils in decision making. Pupils' achievement, personal development and the quality of provision has developed well since the last inspection. As a result, the school has an outstanding capacity to make further improvements.

Many children start school with skills which are well below those typical for their age. By the time they leave Year 6 they attain average standards. Pupils with special educational needs and/or disabilities make outstanding progress because of very well planned learning programmes to meet their learning and emotional needs. Pupils feel safe and behave well. They have an outstanding understanding of how to stay fit and healthy and take full advantage of many physical activities the school offers. They make an outstanding contribution to school life through a wide range of responsibilities. Lessons are often fast-paced and fun so pupils enjoy learning. Occasionally, teachers do not make it clear enough what pupils of different abilities are expected to achieve in their lessons, thus limiting their progress at these times. The curriculum is imaginative and promotes pupils' personal development extremely well. There are many opportunities for pupils to apply their literacy and numeracy skills in other subjects, although the use of information and communication technology (ICT) is less well established and pupils' attainment is lower than in other basic subjects. The staff and governors play leading roles in education development projects, which are contributing significantly to improving the health and well-being of the community. The outstanding links with parents and excellent partnership with education specialists and other providers underpin the strong support for vulnerable pupils and outstanding equality of opportunity for all. The quote: 'This school is a real community and gives a hundred per cent to help families,' typifies the views of many parents.

What does the school need to do to improve further?

- By 2011, improve the good teaching and hasten pupils' progress to outstanding, by:
 - ensuring that lessons have clear and precise learning objectives for different

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groups of pupils to achieve.

- By 2011, bring standards in information and communication technology up to those of other subjects through its regular use across the curriculum.

Outcomes for individuals and groups of pupils**2**

Pupils work well collaboratively, share ideas and solve problems together. They make very good use of an excellent range of reference points to structure their learning and improve their knowledge of literacy and numeracy. Pupils of all abilities take pride in their work and present it well. Pupils learn to speak purposefully about their work and to plan and organise their ideas. This makes a significant contribution to the outstanding progress made by pupils with special educational needs and/or disabilities. These skills prepare them very well for their future learning. More-able pupils make increasingly good progress because they have many opportunities to apply their learning in practical, problem-solving situations. The school's results in national tests and assessments have improved sharply since the last inspection and are in line with national averages for English, mathematics and science by the end of Year 6. In ICT standards are somewhat lower because there are fewer opportunities for pupils to learn the skills and gain the knowledge required. Pupils' achievement is accelerating and they build well on the higher levels they now achieve in the Early Years Foundation Stage. Very occasionally, inconsistencies in teaching limit the progress pupils make. The vast majority of pupils now exceed the challenging targets set for them based on rigorous analysis of past achievement. Pupils enjoy learning. The high quality support for pupils with emotional and social difficulties helps them to manage their behaviour well and to participate in all that the curriculum offers. The focused support of the inclusion team, very good use of the nurture unit and the excellent links with parents and carers have all helped to improve attendance. In particular, it underpins the excellent progress of pupils with special educational needs and/or disabilities. The weekly 'Family Group' meetings, school council, peer mediators and many other groups give pupils excellent opportunities to influence school life. Pupils have a strong voice in the life of the school making presentations, for example, on road safety and healthy lifestyles, to staff, parents and carers and governors.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Please turn to the glossary for a description of the grades and inspection terms

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 2 |
| Taking into account: Pupils' attainment ¹ | 3 |
| The quality of pupils' learning and their progress | 2 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 1 |
| The extent to which pupils feel safe | 2 |
| Pupils' behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 1 |
| The extent to which pupils contribute to the school and wider community | 1 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 2 |
| Taking into account: Pupils' attendance ¹ | 3 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

How effective is the provision?

Since the last inspection, the quality of teaching has improved well through well planned monitoring and support. It is sometimes outstanding. Very constructive relationships ensure pupils' positive attitudes and good behaviour. The purpose of lessons is shared well with pupils and they are engaged in improving their own work. When teaching is outstanding, pupils are kept on their toes by fast-paced questions and high expectations for them to work constructively together and think deeply about their work. Very occasionally, teachers do not make enough use of their knowledge of pupils' past achievement to set precise enough objectives for pupils of different abilities, particularly the middle and higher attainers to achieve. This limits pupils' achievement of the highest levels that they could attain during lessons. Teachers make very good, and sometimes outstanding, use of marking in several subjects, to guide pupils in improving their work. The curriculum is broad and exciting. A wide range of visits, visitors and activities before- and after-school bring learning to life. The 'DIY' curriculum days, music and wider opportunity programmes raise pupils' aspirations for a brighter future. The regular use of ICT in all subjects has been identified as a priority for development, but this is at a very early stage of implementation. There is rigorous tracking of the progress of pupils with special educational needs and/or disabilities and excellent use is made of specialist support staff to promote these pupils' needs. This is complemented by the high quality support given to pupils and their families in vulnerable circumstances. Pupils benefit from the well planned use of the nurture unit, the very effective role of the learning mentor and the robust procedures to improve pupils' behaviour and attendance.

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These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 2 |
| Taking into account: The use of assessment to support learning | 2 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 2 |
| The effectiveness of care, guidance and support | 1 |

How effective are leadership and management?

The school does not stand still. The headteacher provides decisive leadership which motivates and empowers staff, parents, carers and pupils and engenders very good support by a well trained and professional senior leadership team. The headteacher and several members of staff take significant leadership roles within the local authority promoting education development and in supporting other schools. The school plays a successful central role in its local community. In particular, the links with the Woodthorpe Development Trust make a strong contribution to creating educational and health and well-being opportunities for families. Community cohesion is good overall, but the school's involvement in global issues is less well developed. The school is very inclusive and promotes equality of opportunity and understanding of diversity extremely well for pupils and staff. The effective measures to improve pupils' progress, which have been especially effective for the significant proportion of those with special needs and/or disabilities, are increasingly impacting on all pupils. This is recognised in its Investors in People status. The governors have excellent systems in place to monitor provision and to contribute to self-evaluation. Very robust policies and thorough record keeping contribute to high quality procedures for safeguarding. Governors bring a wide range of skills to their work and are strongly representative of the local community. They provide robust financial management and ensure that the school gives good value for money.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 1 |
| Taking into account: The leadership and management of teaching and learning | 1 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 1 |
| The effectiveness of the school's engagement with parents and carers | 1 |
| The effectiveness of partnerships in promoting learning and well-being | 1 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 1 |

| | |
|---|----------|
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| The effectiveness of safeguarding procedures | 1 |
| The effectiveness with which the school promotes community cohesion | 2 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

Early Years Foundation Stage

When they start school, children's skills are generally well below those expected for their age, particularly in their communication and mathematical skills. They get off to an excellent start and develop a real thirst for learning. There are very good systems to support children and their parents when they first start nursery and help them to quickly settle in. Excellent welfare arrangements and very positive relationships ensure that children feel very safe and secure. Adult-led group sessions are very keenly focused on moving children on in their learning. There are fun and imaginative programmes to help children make particularly good progress in early reading and writing. The children are very proud of their work. Children greatly enjoy exploring the wide range of stimulating learning activities both indoors and outside, often carrying out their own investigations and learning how to solve problems. Staff very skilfully intervene to boost children's self-esteem, support their language development and get them thinking hard. The committed staff team have very clear roles and are constantly seeking ways to improve the provision further. As a result, children grow in confidence and make very rapid progress. They are clearly very proud of their accomplishments. There has been a very strong improvement in the standards they attain because of the excellent leadership and very good partnership with the local authority. Children's very fast gains in skills and knowledge mean that by Year 1 they now mostly attain levels typical for their ages in many areas of their learning.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 1 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 1 |
| The quality of provision in the Early Years Foundation Stage | 1 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 1 |

Views of parents and carers

About a quarter of parents and carers responded to the questionnaire. They are positive about the school and recognise its many strengths. Parents and carers appreciate the leadership shown by the headteacher and staff and welcome the 'open door' policy of the school. They feel that their children receive very good support and are challenged to

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achieve well. The inspection team agrees with the parents' and carers' views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Woodthorpe Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 92 completed questionnaires by the end of the on-site inspection. In total, there are 371 pupils registered at the school.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 60 | 65 | 28 | 30 | 3 | 3 | 0 | 0 |
| The school keeps my child safe | 61 | 66 | 30 | 33 | 1 | 1 | 0 | 0 |
| The school informs me about my child's progress | 57 | 62 | 32 | 35 | 2 | 2 | 0 | 0 |
| My child is making enough progress at this school | 52 | 57 | 36 | 39 | 4 | 4 | 0 | 0 |
| The teaching is good at this school | 62 | 67 | 30 | 33 | 0 | 0 | 0 | 0 |
| The school helps me to support my child's learning | 59 | 64 | 31 | 34 | 1 | 1 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 48 | 52 | 43 | 47 | 1 | 1 | 0 | 0 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 46 | 50 | 43 | 47 | 2 | 2 | 0 | 0 |
| The school meets my child's particular needs | 49 | 53 | 39 | 42 | 3 | 3 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 43 | 47 | 41 | 45 | 4 | 4 | 1 | 1 |
| The school takes account of my suggestions and concerns | 38 | 41 | 47 | 51 | 4 | 4 | 0 | 0 |
| The school is led and managed effectively | 53 | 58 | 37 | 40 | 1 | 1 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 63 | 68 | 27 | 29 | 2 | 2 | 0 | 0 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

| Grade | Judgement | Description |
|---------|--------------|--|
| Grade 1 | Outstanding | These features are highly effective. An outstanding school provides exceptionally well for 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 | 51 | 45 | 0 | 4 |
| Primary schools | 6 | 41 | 42 | 10 |
| Secondary schools | 8 | 34 | 44 | 14 |
| Sixth forms | 10 | 37 | 50 | 3 |
| Special schools | 32 | 38 | 25 | 5 |
| Pupil referral units | 12 | 43 | 31 | 14 |
| All schools | 9 | 40 | 40 | 10 |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

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|----------------------------|--|
| Achievement: | the progress and success of a pupil in their learning, development or training. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Capacity to improve: | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the 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: | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support. |
| 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. |

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.



06 May 2010

Dear Pupils

Inspection of Woodthorpe Primary School, Sheffield, S13 8DA

Thank you for the friendly welcome you gave the inspectors when we visited your school. We very much enjoyed talking to you about your school. You are rightly proud of your school. You say you feel safe and appreciate the excellent care that all adults show to you. You have an outstanding knowledge of how to live healthily and enjoy the many opportunities to be active at school. You told us that your lessons are fun and you enjoy the clubs you take part in. The school gives you a very strong voice in the way the school is run and you help to make it a safe place to be. Your school provides you with a good education.

Your headteacher and other staff work really well together to help you to learn and to make things better for you. They are always working to make the school even better. They take outstandingly good care of you. You make at least good progress in English, mathematics and science. The standard of your work is average altogether. Your lessons are good, although occasionally the teachers do not set out exactly what children of different abilities can achieve.

You are given many exciting things to do at school, but you do not always use computers and other technology as much as you could. The youngest children in the Early Years Foundation Stage make a super start to their education. We have asked your headteacher and other teachers to help you make even more progress in your lessons and to ensure tasks are just right – not too easy and not too hard - to help you attain your targets quickly. We have also asked them to find ways for you to use ICT more. You can help by continuing to try hard and enjoy your lessons.

Yours sincerely,

Mr Andrew Clark

Lead Inspector

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