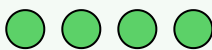


Wisewood Nursery & Primary School

Address: Ben Lane, Wisewood, Sheffield, South Yorkshire, S6 4SD

Unique reference number (URN): 142074

Inspection report: 30 June 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Early years

Strong standard ●

Leaders have a deep understanding of this phase. They have thought carefully about how learning builds for the two- and three-year-olds in the nursery through to the end of Reception. Leaders sequence knowledge so that children secure firm foundations, beginning with topics about themselves before moving to the wider world and the past. Staff are well trained, and some are working towards early years teaching qualifications.

Communication and language underpin learning. Adults plan their interactions with purpose and use songs and rhymes to teach routines such as tidying up. They choose resources with care to match children's ages and stages. In the nursery, for example, younger children thread using larger pasta tubes while older ones thread smaller pieces, developing their fine motor control. Outdoors, staff help children to balance and take safe risks on the climbing equipment.

Adults are skilled at extending children's thinking. When children build a den, staff move their play on to drawing maps. Children remember their learning well, for example, in Reception, children using a viewfinder could name the famous artist pictured on it and describe what that artist painted.

Children, including those with special educational needs and/or disabilities and other barriers to learning, make secure progress from their starting points. They are highly engaged, increasingly independent and very well prepared for their next stage of learning.

Inclusion

Strong standard ●

Leaders know their pupils very well and have built a culture in which each child is valued and included. Leaders identify needs early and accurately, whether children join in the early years or later, including the needs of disadvantaged pupils, those with special educational needs and/or disabilities (SEND) and those known to children's social care. To provide pupils with the most suitable support, leaders act on expert advice from specialists, such as educational psychologists and speech and language specialists.

To meet its pupils' growing and complex needs, the school has created the 'Nest'. This is a calm, welcoming space, staffed by highly skilled adults, where pupils receive expert help. Some pupils have a 'soft start' to the day here before joining their class, others attend at planned times. The provision has made a marked difference to how well the school supports its most vulnerable pupils.

In class, teachers hold high expectations for pupils with SEND. Thoughtful, often subtle adaptations, mapped out for each pupil, help them to learn the same ambitious curriculum as their peers. Many of these adaptations, such as visual timetables, help every pupil and have become part of everyday practice.

The pupil premium strategy is well informed and rooted in research. Leaders target funding carefully and review it regularly. Disadvantaged pupils take a full part in enrichment, leadership and cultural opportunities.

Personal development and wellbeing

Strong standard 

Personal development is woven through the life of this school. Leaders have built an ambitious programme that reaches well beyond the classroom and makes a real difference to how pupils grow up. Leaders make sure that all pupils, including those who are disadvantaged, benefit from the school's personal development programme.

Pupils have a secure understanding of the protected characteristics. They know that everyone should be treated fairly and that it is wrong to discriminate against people because of their differences. Pupils understand fundamental British values such as democracy and put this into practice. For example, they are voted into roles such as the school councillors. They enjoy taking responsibility for planning events such as the summer fair and the end-of-year prom.

The personal, social and health education curriculum, including relationships and sex education, is skilfully shaped around the school's local context. Pupils learn, at an age-appropriate stage, about healthy and unhealthy relationships and about puberty and the changes their bodies go through. They know how to keep themselves safe, including online and near water. They are equipped to understand potential danger and suggest sensible responses to risky situations. Pupils speak thoughtfully about living a healthy life, mentioning a good diet, exercise, time away from screens and looking after their mental health.

Pupils develop their talents and interests through a wide range of clubs, from sport to performing arts and crafts. Every pupil has the opportunity to learn a musical instrument such as the ukulele. A residential visit builds their confidence and independence. Through the school's aspiration day, pupils meet adults in a range of careers, which broadens pupils' sense of what they might become. They speak of intended careers such as poet, teacher, engineer, vet and detective. Effective pastoral support helps every pupil feel cared for.

Expected standard

Achievement

Expected standard 

Pupils achieve well. Their combined attainment in reading, writing and mathematics at the end of key stage 2 has been above the national average over time. Pupils do especially well in the Year 4 multiplication tables check. Disadvantaged pupils achieve particularly well. Their attainment and progress compare favourably with other non-disadvantaged pupils nationally. Pupils with special educational needs and/or disabilities make secure progress from their starting points.

From the start of early years, pupils know more and remember more as they move through the school. They talk with confidence about their learning, from refining prompts when using artificial intelligence to the ingredients of the Sri Lankan patties they made. Pupils read with

accuracy and growing fluency, including those who speak English as an additional language.

The proportion of pupils reaching the higher standard in writing by the end of key stage 2 has been comparatively low in recent years. Some of the most able pupils do not produce writing that reflects the depth of which they are capable.

Attendance and behaviour

Expected standard 

Leaders make attendance a high priority and treat it as a shared responsibility. Attendance is now broadly in line with the national average and has been improving over time, including for disadvantaged pupils and those with special educational needs and/or disabilities. Leaders keep a close eye on attendance, spot patterns early and work with parents and carers, the local authority and other partners to remove the barriers that keep pupils away. Persistent absence is reducing. Leaders keep communicating with families and pupils about how important it is to attend school. They continue to work to improve attendance further for every pupil.

Pupils typically behave well. The school is calm and orderly. Clear routines are well established from the early years upwards. Pupils are courteous and considerate. Warm relationships between staff and pupils set the tone. The school does not accept unkindness, with staff and pupils modelling considerate behaviour and attitudes. Pupils say that behaviour has improved and credit the school's assemblies for contributing to this. Bullying is exceptionally uncommon. Pupils trust staff to deal quickly with any unkindness or, on the rare occasions it occurs, discriminatory language. Leaders use suspension only rarely and appropriately, reviewing their support for pupils afterwards. Where any pupil needs extra help to manage their behaviour, the school provides it thoughtfully.

Curriculum and teaching

Expected standard 

The school's curriculum is ambitious and, in many places, rooted in pupils' own city and locality. Pupils learn about the history of football in Sheffield and visit two of its notable clubs. They study the work of local artists and create their own pieces in response. This gives their learning real meaning. Leaders' carefully crafted curriculum works particularly well in the mixed-age classes and ensures that pupils learn the right content at the right time.

Reading is taught well. Phonics is taught consistently and with enthusiasm, and, as a result, pupils enjoy reading. Staff check how pupils are getting on and group them so that each pupil gets the most appropriate support. Pupils at the early stages of learning to read apply the strategies they have been taught and read with growing confidence.

The school has developed a well-considered, consistent approach to teaching. Teachers have secure subject knowledge, use ambitious vocabulary and keep expectations high across all subjects. Following some recent changes to staffing, leaders are coaching and working alongside teachers to help them adopt this approach fully. While this work continues, the school's consistent way of teaching is still becoming established in some

classes. Its rigorous approach to teaching writing is still to feed through to raising the standards that older pupils reach, particularly the most able.

Leadership and governance

Expected standard 

Parents and carers are overwhelmingly positive about the school. Almost all who shared their views would recommend it, and many speak warmly about how well their children are known and cared for. This reflects the welcoming, family atmosphere that leaders have created and the trust that exists between home and school.

Leaders' passion, ambition and values are infectious. They have an unswerving ambition that every pupil will achieve their best and meet their potential. Leaders know their pupils and families especially well and make decisions in the best interests of every child. Leaders have an accurate understanding of the school's strengths and the areas they want to develop. They act on the right priorities. Leaders have reshaped the school's provision thoughtfully to meet pupils' growing and more complex needs, for example through introducing the nurturing 'Nest' space.

Leaders develop staff expertise and support them well. Teachers value the coaching and professional development they receive. They describe an open culture in which feedback is welcomed. Leaders are mindful of staff's workload and wellbeing, and staff feel valued.

Trustees and governors understand their duties and carry them out conscientiously. They use reliable information to support and challenge leaders, and they hold leaders to account for the quality of education and care. Governors keep a close eye on how well the school supports disadvantaged pupils and those with special educational needs and/or disabilities (SEND), and on the use of additional funding. The school benefits from its membership of the trust which promotes and values collaboration as an essential feature of ongoing improvement.

What it's like to be a pupil at this school

This is a small school where, as pupils put it, 'everyone knows everyone'. Pupils value the way older and younger children play and learn side by side. When a new pupil arrives, they make friends straight away, and those friendships last throughout their time at the school. Older pupils take pride in setting a good example to the younger ones.

There is a warm, family feel to the school. At lunchtime, adults sit and eat alongside pupils, modelling good manners and easy conversation. Pupils feel safe and know there are trusted adults they can turn to whenever they are worried. Pupils describe these adults as being really kind.

Pupils behave well. The school is calm and orderly, and pupils follow well-established routines without fuss. They are respectful and courteous towards one another and towards staff. They greet visitors with courteous welcomes readily holding doors for others. Fall-outs are rare and adults are quick to help put things right. Pupils are clear that there is little

bullying, and that staff would sort it out if it ever happened. At playtimes, pupils make the most of the space, clambering on the climbing frames and practising skills such as tennis.

Pupils enjoy their lessons, particularly when teachers make learning memorable, such as solving the mystery of a ransacked classroom and a missing sports-day trophy. Pupils take real pride in the work they produce. Over time, they come to know more and remember more, and pupils typically achieve well across the school.

Pupils relish the responsibilities they hold and the clubs, trips and residential visit on offer. These activities help to build pupils' confidence and widen their experience. They attend school increasingly regularly. Pupils arrive ready to learn, and leave the school well prepared for their next steps.

Next steps

- Leaders should continue to embed the school's consistent approach to teaching, so that its rigorous work on writing raises the proportion of pupils writing well and at greater depth by the end of key stage 2.
 - Leaders should keep working with parents and carers so that attendance continues to improve for all pupils.
-

About this inspection

This school is part of The Inova Multi-Academy Trust Ltd, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Lee Barber, and overseen by a board of trustees, chaired by Derren Sanders.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMI.

Inspectors spoke with the head of school, other school leaders, staff and pupils during the inspection. Inspectors also spoke with representatives of the trust, including the chair of the trust board and members of the local governing body.

The inspectors confirmed the following information about the school:

The school does not currently make use of any alternative providers.

Head of School: Claire Austin

Lead inspector:

Dughall McCormick, His Majesty's Inspector

Team inspectors:

David Horrigan, Ofsted Inspector

Michael Rowland, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.

 The inspector(s) used this data during the full inspection on 30 June 2026

School and pupil context**Total pupils**

183

Below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

242

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

45.91%

Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

3.83%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

21.86%

Well above average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Close to average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	72%	61%	Above
2024/25 (final)	68%	62%	Close to average
2023/24 (final)	75%	61%	Above
2022/23 (final)	73%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	83%	74%	Above
2024/25 (final)	81%	75%	Close to average
2023/24 (final)	95%	74%	Above
2022/23 (final)	77%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	75%	72%	Close to average
2024/25 (final)	68%	72%	Close to average
2023/24 (final)	75%	72%	Close to average
2022/23 (final)	80%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	86%	73%	Above
2024/25 (final)	81%	74%	Close to average
2023/24 (final)	95%	73%	Above
2022/23 (final)	83%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	67%	46%	Above
2024/25 (final)	64%	47%	Above

Year	This school	National average	Compared with national average
2023/24 (final)	70%	46%	Above
2022/23 (final)	67%	44%	Above

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	79%	62%	Above
2024/25 (final)	79%	63%	Above
2023/24 (final)	90%	62%	Above
2022/23 (final)	73%	60%	Above

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	69%	59%	Above
2024/25 (final)	64%	59%	Close to average
2023/24 (final)	70%	58%	Close to average
2022/23 (final)	73%	58%	Above

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	82%	60%	Above
2024/25 (final)	79%	61%	Above
2023/24 (final)	90%	59%	Above
2022/23 (final)	80%	59%	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	67%	68%	-1 pp
2024/25 (final)	64%	69%	-5 pp
2023/24 (final)	70%	67%	3 pp
2022/23 (final)	67%	66%	0 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	79%	80%	0 pp
2024/25 (final)	79%	81%	-2 pp
2023/24 (final)	90%	80%	10 pp
2022/23 (final)	73%	78%	-5 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	69%	78%	-9 pp
2024/25 (final)	64%	78%	-14 pp
2023/24 (final)	70%	78%	-8 pp
2022/23 (final)	73%	77%	-4 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	82%	80%	2 pp
2024/25 (final)	79%	81%	-2 pp
2023/24 (final)	90%	79%	11 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	80%	79%	1 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	5.9%	5.2%	Close to average
2023/24 (3 term)	6.1%	5.5%	Close to average
2022/23 (3 term)	7.7%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	18.4%	13.0%	Above
2023/24 (3 term)	22.1%	14.6%	Above
2022/23 (3 term)	20.5%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

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