

Donnington Wood CofE Voluntary Controlled Junior School

Inspection report

Unique Reference Number	123473
Local Authority	Telford and Wrekin
Inspection number	359443
Inspection dates	3–4 March 2011
Reporting inspector	David Speakman

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

Type of school	Junior
School category	Voluntary controlled
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	146
Appropriate authority	The governing body
Chair	Brian Green
Headteacher	Sandra Osman
Date of previous school inspection	7 November 2007
School address	Leonard Close Winifreds Drive, Telford TF2 8BH
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Introduction

This inspection was carried out by two additional inspectors. Inspectors saw 12 lessons or parts of lessons and observed eight teachers. Meetings were held with senior leaders, governors and groups of pupils. Inspectors observed the school's work, and looked at a range of documentation, including monitoring, evaluation and assessment records, policy documents, the school improvement plan, teachers' planning and samples of pupils' work. A wide range of documents and records were scrutinised in relation to the safeguarding of pupils, including a case study of a pupil whose circumstance make him/her vulnerable. Inspectors took into account the results of 35 parents', 100 pupils' and eight staff questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key questions.

- What do the school's indicators and performance data say about the pupils' performance and current trends in English and mathematics, bearing in mind trends in attainment over the last 3 years?
- Does school data show that poor attendance in 2010 was specific to that year, or is attendance still an issue?
- Is there any difference between the quality of teaching and learning in English and mathematics?

Information about the school

This is a smaller than average-sized primary school. The proportion of pupils known to be eligible for free school meals is well above average. There are very few pupils from minority ethnic backgrounds. No pupils are at the early stages of learning English. The percentages of pupils identified with special educational needs and/or disabilities and with statements of special needs are high in comparison with the national average. There has been a significant level of staff change since the previous inspection. The teaching English and mathematics in Years 5 and 6 in ability groups was introduced a few days before the inspection took place. The school has been awarded Healthy Schools' status and the International Schools Award.

The Early Birds Club operates from 8:00am each day. It is run by the pastoral support manager and is the responsibility of the governing body. It is aimed at supporting children whose circumstance may make them vulnerable and includes some children from the infant school.

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?**3****The school's capacity for sustained improvement****3**

Main findings

The overall effectiveness of Donnington Wood CofE Junior School is satisfactory. The school has seen a number of changes in staffing since the previous inspection but strong leadership by the headteacher has helped create a high level of teamwork now that the situation is more settled and there are clear signs that standards are once again on an upward trend. The headteacher has a clear view of where improvement is needed and how to go about achieving it. There has just been a re-evaluation of the senior leadership team's roles and there are clear lines of responsibility and accountability. The capacity to improve is satisfactory.

Attainment at the end of Year 6 is average overall. In English, attainment has fallen and the results of the most recent national tests show that standards, particularly in writing, were below the national average. In mathematics however, standards have been steadily rising from a 2008 low point and attainment is average. Pupils with special educational needs and/or disabilities, however, make good progress because of the focused support they receive in class, in smaller groups or individually.

Good quality care, guidance and support mean that pupils' personal development is good. Behaviour is good in lessons, around the school and at break times. Consequently, pupils feel safe from any form of harassment or intimidation whilst in school. Safeguarding is good. Pupils contribute well to the school community and support each other well, effectively adding to pupils' feelings of enjoyment in school. Pupils adopt a healthy lifestyle, both through healthy eating and engaging in sports and games to keep physically fit. Pupils' spiritual, moral, social and cultural development is good and further supports this calm learning environment. The school promotes community cohesion well. Pupils feel they are achieving well, especially since the teaching groups for Years 5 and 6 have been reorganised into ability groups.

The quality of teaching is inconsistent across the school. This is mainly due to the varying use that teachers make of assessment to provide enough challenge for pupils at different levels of attainment and to ensure good progress for all. Marking of pupil work has improved and pupils are mostly clear about the messages relating to improvement of their work. Occasionally though, it is insufficiently focused on the next steps in their learning.

There are good links with different organisations, particularly to support pupils' personal development. Equally good links with parents, such as those through the parents' group that meets weekly, help parents develop effective partnership with the school to overcome difficulties. A number of parents appreciate this support and one wrote 'I would like to thank staff for their help and continuing support with my son, for keeping me informed at every step of the way and somehow, always coming up with a solution to whatever obstacles my son finds himself up against.'

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Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise standards in English at the end of Year 6 to at least the national average by the end of the current academic year by:
 - carefully monitoring the progress of each of the pupil groups to ensure that all receive good academic guidance and make at least good progress in acquiring and improving their skills, particularly in writing.
- Improve the quality of teaching so that it is at least good in all classes by:
 - planning assessment opportunities in lesson preparation to improve the use of assessment in providing challenging activities for all pupils
 - ensuring that planned work moves pupils forwards rather than consolidating past learning that is already secure
 - consistently focusing the marking of pupils' work on informing them how to move onto the next steps in learning.

Outcomes for individuals and groups of pupils**3**

School assessment data show pupils enter school with skills that are below the national average. They make satisfactory progress although more recent tracking shows an improving trend. Behaviour is good, although some satisfactory and some outstanding behaviour was seen during the inspection. Pupils respond positively to challenge and interesting learning opportunities. Year 6 pupils engaged very enthusiastically in practical investigations on ratio by recording the 'parts' of different juices when mixing a cocktail and calculating how to make larger quantities. Practical learning of this nature was effective in establishing rapid learning of a complex mathematical idea. Similarly, younger pupils were exceptionally enthusiastic when producing an information text on how bees produce honey. Because they found this activity interesting and challenging and because work was pitched at just the right level for each individual, their level of engagement was exceptional. Those working independently and without the direct supervision of the teacher were diligent in their approach. Even when activities fail to move pupils on at an adequate pace and lack sufficient challenge, behaviour is still satisfactory, although pupils occasionally lose focus.

Pupils with special educational needs and/or disabilities respond enthusiastically to the high expectations of them in the extra support they are given, or when taught in ability groups. They engage well in activities with a range of different learning styles, particularly practical investigations and engaging in discussion with adults and other pupils. Consequently, their learning and progress are good. Because achievement of the significant groups of pupils known to be eligible for free school meals and from minority ethnic backgrounds is not monitored specifically, their progress is similar to other pupils and is satisfactory.

Attendance is broadly average. During the last academic year, attendance dipped, but this was due to circumstances beyond the school's control. When these factors are taken out of the data, attendance was similar to the national average. Pupils develop satisfactory

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skills in literacy and numeracy to prepare them for the next stages of their education. However, they show good skills in learning collaboratively and initiative in organising their own work when they are given the opportunity to be independent. They take on responsibility well and often work conscientiously without distracting others.

These are the grades for pupils' outcomes

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

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

How effective is the provision?

There is some inconsistency in the quality of teaching across the school. Positive features of all lessons seen are: effective behaviour management, good relationships between adults and pupils and the effective deployment of teaching assistants to support groups of learners or individuals. All lessons start with a clear commentary on what pupils are to learn, so that pupils are aware of expectations. The use of assessment varies. In some classes it is excellent and in others satisfactory. Best practice sees teachers constantly reviewing individual performance and adjusting each pupil's learning programme accordingly. Occasionally, teachers put too much emphasis on consolidating past learning that is already secure, rather than moving pupils on.

The curriculum is good. Recent reorganisation for teaching of English and mathematics in Years 5 and 6 has yet to show its impact on pupils' achievement. The curriculum provides well for pupils' personal development through the personal, social and health education programme. It makes a similar contribution to pupils' good spiritual, moral, social and cultural development. The curriculum is designed to meet the learning needs of these

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pupils, with appropriate emphasis on developing literacy and numeracy skills and providing pupils with opportunities to practise and apply their learning. The curriculum is enriched effectively through a varied programme of visits, visitors and opportunities to take aspects of their learning, such as singing, out into the community.

Pupils are well cared for in school. Pastoral care is a strength of the school's provision, particularly for those pupils who are potentially vulnerable and face challenging situations. The academic guidance to support the learning of some specific groups through focused monitoring is an area for further development. The Early Birds Club is effective in helping pupils get a good start to their school days, especially those in need of a little extra support in getting into school on time for example.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher has established a unified team, in which all individuals feel supported and able to contribute to school improvement. This view is endorsed by the particularly positive response to the staff inspection questionnaire. All staff are united in their drive for improvement and this is resulting in an improving trend in attainment and progress.

School leaders are clear about what needs to be improved and have appropriate plans to achieve this. The headteacher monitors pupils' progress and holds teachers to account in their pupil performance review meetings. However, the progress of specific groups, such as those known to be eligible for free school meals or from minority ethnic backgrounds, is not monitored in sufficient detail. Similarly, the leadership and management of teaching and learning have not yet resulted in teaching and learning that is consistently good. The governing body provides a satisfactory level of support and challenge.

Equality of opportunity is satisfactory. The school is effective in tackling any discrimination and pupils experience good levels of inclusion. However, the inconsistency in teaching means that progress for some groups, such as those with special educational needs and/or disabilities, is better than for others. Safeguarding procedures are good. Checks made on staff meet requirements. There are excellent procedures for child protection. These are highly effective in supporting potentially vulnerable pupils, and those at risk, by removing barriers to learning.

The promotion of community cohesion is good. Senior leaders have established a clear set of aims for promoting this aspect of their work, based on an analysis of the school's context. Cohesion within the school and local communities is good. The school's motto, 'TEAM - Together Everyone Achieves More', epitomises how the school runs within a mutually supportive environment where everyone, including pupils, contributes and takes

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responsibility for the smooth day-to-day operation. Effective local links, which promote the school as an important part of the local community, include those with St Matthew's Church, community music activities and the establishment of a learning community with other local schools, to help improve the lives of children and families in the Donnington area. The school is active in developing national and global links to support pupils' understanding of people from cultures and backgrounds different from their own.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

Just over 20% of parents and carers sent in questionnaires and this response is lower than usually found in primary schools. Parents and carers have generally positive views of the school and there was over 90% agreement for most statements in the questionnaire. A lower agreement rate was found for how the school deals with unacceptable behaviour, the extent to which it takes account of parents and carers concerns, and that the school is well led and managed. Written comments outlined similar concerns. Inspectors looked carefully at these issues and found that behaviour is managed effectively so that it is good. The school, particularly the pastoral support team, listens carefully to parents' concerns and work to good effect to resolve issues. Leadership and management are satisfactory and have brought the school through some changes so that there are current signs of improvement.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Donnington Wood CofE Voluntary Controlled Junior 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 35 completed questionnaires by the end of the on-site inspection. In total, there are 148 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	16	46	18	51	1	3	0	0
The school keeps my child safe	18	51	16	46	0	0	0	0
My school informs me about my child's progress	13	37	19	54	2	6	0	0
My child is making enough progress at this school	15	43	19	54	1	3	0	0
The teaching is good at this school	15	43	16	46	2	6	0	0
The school helps me to support my child's learning	11	31	21	60	1	3	0	0
The school helps my child to have a healthy lifestyle	10	29	22	63	2	6	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)	10	29	22	63	2	6	0	0
The school meets my child's particular needs	11	31	23	66	1	3	0	0
The school deals effectively with unacceptable behaviour	10	29	18	51	6	17	1	3
The school takes account of my suggestions and concerns	12	34	16	46	6	17	0	0
The school is led and managed effectively	13	37	15	43	6	17	0	0
Overall, I am happy with my child's experience at this school	17	49	14	40	4	11	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 all 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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

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 pupils' 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.



7 March 2011

Dear Pupils

**Inspection of Donnington Wood CofE Voluntary Controlled Junior School,
Telford, TF2 8BH**

Thank you for the warm welcome we received when we inspected your school recently. We enjoyed meeting and talking to you in lessons and in the group discussion. Your views were very helpful to us in making our judgements and you have some interesting thoughts about your school, relating particularly to the effectiveness of different ways of organising classes.

At present your school is satisfactory but it is also improving and as a result your work is showing signs of improvement. You all make satisfactory progress and the standards in your school work by Year 6 are similar to those found amongst many other pupils in primary schools. Those of you who receive extra support because you find learning a bit more difficult make good progress. Your personal qualities are good. You show a sensible and mature approach to school life. You enjoy school and behave well. Adults who look after you make sure that the school is a safe and pleasant place for you to learn and make friends.

We have asked your teachers to do the following to help raise standards further and to continue the trend of improvement:

Raise standards in English at the end of Year 6 to at least the national average by the end of the current academic year.

Improve the quality of teaching so that it is at least good in all classes.

Improve the use of information about your learning so that your academic progress continues to get better.

We hope your school continues to improve and are confident that you will do all you can to help by continuing to behave well and showing interest in your work.

Yours sincerely

David Speakman

Lead inspector

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