

Cam Woodfield Junior School

Elstub Lane, Woodfield, Dursley, GL11 6JJ

Inspection dates

4–5 December 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils' achievement overall is good and in writing is particularly strong. Pupils' achievement has improved significantly since the last inspection.
- The quality of teaching is good and several examples of outstanding practice were seen during the inspection. A particular strength is teachers' use of questioning to check on pupils' learning. Teaching assistants play an important role in aiding pupils' learning, particularly, but not exclusively, for pupils identified as disabled and those who have special educational needs.
- Pupils' behaviour and safety are outstanding. Pupils say that they feel very safe. They are extremely proud of their school and act as excellent ambassadors for it, receiving many plaudits for their behaviour on visits, for example. A particular strength is pupils' keenness to learn, which is exceptionally strong.
- Leadership and management are good. The headteacher has been at the forefront of driving improvement over the years and is now assisted by very able senior and middle leaders. There is a strong sense of teamwork between all staff and governors and all recognise the importance of improving teaching and have been effective in developing classroom practice.

It is not yet an outstanding school because

- Although there are examples of outstanding teaching, these are not yet sufficiently common. Occasionally, teachers do not achieve the right balance between them talking and letting pupils get on with their tasks.
- Achievement in mathematics, whilst still good, is a little weaker than in reading and writing because tasks set are not always precisely matched to pupils' ability.

Information about this inspection

- The inspectors visited 16 lessons. Ten of the observations were carried out jointly with the school's leaders and managers.
- The inspectors held meetings with leaders and managers, staff, pupils, the Chair of the Governing Body and another governor and a representative of the local authority.
- The inspectors met informally with parents and carers at the beginning and end of the school days and analysed the 30 responses to Parent View, the Ofsted on-line survey.
- The inspectors observed the school's work, and looked at its self-evaluation, development planning and policies and procedures, particularly those relevant to keeping pupils safe.
- The inspectors evaluated the school's information on the progress that pupils are making.

Inspection team

John Eadie, Lead inspector

Additional Inspector

Fiona Chamberlain

Additional Inspector

Full report

Information about this school

- Cam Woodfield Junior School is a broadly average-sized junior school. Pupils are grouped in seven classes, three for Years 3 and 4, two for Year 5 and two for Year 6.
- The proportion of pupils eligible for the pupil premium is broadly average as is the proportion of pupils known to be eligible for free school meals.
- The proportion of pupils from minority ethnic groups is lower than average, and a lower than average proportion of pupils speaks English as an additional language.
- The proportion of pupils identified as disabled and those who have special educational needs supported at school action is above average. The proportions supported at school action plus or who have statements of special needs are average. Most of the latter two groups have speech, language and communication needs.
- The proportion of pupils who leave the school at times other than the usual finish at the end of Year 6 is below average. However, numbers on roll have risen in the last two years, largely because of pupils joining in Years 5 and 6, several of whom speak English as an additional language.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress.
- There is a before- and after-school club and pre-school on the school site, but this is not managed by the school's governing body and is inspected separately.

What does the school need to do to improve further?

- Improve the quality of teaching so that a greater proportion is outstanding by:
 - ensuring that, in all lessons, especially in mathematics, pupils are set tasks that precisely match their abilities and enable them to make the best progress that they can
 - ensuring that pupils are always given sufficient time for their own tasks
 - developing the current system of setting targets so that these are more closely matched to the individual needs and abilities of all pupils.

Inspection judgements

The achievement of pupils

is good

- Pupils' achievement has improved significantly since the last inspection and is now good and, for many pupils, outstanding in writing. Pupils are producing sophisticated and lively writing, even in Years 3 and 4.
- Pupils start at the school with attainment that is broadly average. Attainment by the time pupils leave from Year 6 has been improving steadily over the last three years and pupils currently in Year 6 are working at levels above those expected for their age.
- A current focus is to improve pupils' achievement in reading which, although good, is not quite as good as that in writing. Most pupils read widely and almost all enjoy their reading and reach above average standards, but staff are keen to widen pupils' reading still further and ensure that pupils read even more regularly. Plans are also in place to further improve achievement in mathematics. For instance, systems have been put in place for pupils to practise their basic calculation skills and these have been very effective. However, there is still work to be done to ensure that all pupils are making the best possible progress.
- The progress of pupils identified as disabled and those who have special educational needs has also improved since the last inspection and they are making good progress. This is because the individual plans made for their learning are effective.
- Good support is provided for those pupils who speak English as an additional language when they join the school. They are quickly able to take part in all classroom activities and also make good progress. Support for those who join the school in Years 5 and 6 has been particularly effective and some of these pupils have made exceptionally good progress.
- Pupils eligible for the pupil premium make good progress due to the effectiveness of the spending of this extra money on adult help and materials. The gap has been completely closed between their performance and that of their classmates.

The quality of teaching

is good

- The quality of teaching has improved since the last inspection and there are many strengths in the teaching observed. For instance, teachers and teaching assistants use questioning very well to establish what pupils have learnt and then question further to move that learning forward.
- Relationships are outstanding and this results in pupils wanting to perform and working extremely willingly. For example, teachers set good levels of challenge and have high expectations. Pupils appreciate this and are often keen to tackle more difficult extension work rather than the initial tasks set for them.
- Teachers are very good at encouraging pupils' independence in their learning, for instance giving them a range of options and allowing them to choose rather than setting them a single task.
- In the outstanding lessons seen, a common theme was the pace of the lessons and the variety of activities provided through the lesson. Pupils were often wide-eyed in expectation and enthusiasm for what was coming next.
- Where teaching is less successful, teachers sometimes talk for too long, not giving pupils long enough to work on their own tasks.
- Teachers are usually good at setting work that is appropriate for pupils' abilities, but occasionally there is not enough variation between the most difficult and the easier work and it is not enabling pupils to make their best possible progress.
- The school has developed a very good system of marking pupils' work. A very positive feature of this is that pupils are given time to respond to marking and improve their work. However, this good system of marking is not always used consistently.
- Teachers set good targets so pupils know what they need to learn next. However, these are not always sufficiently well matched to pupils' individual needs and abilities.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour is excellent. Pupils are caring and considerate and extremely polite and welcoming to visitors and said that behaviour the inspectors observed was typical of their normal standards. Parents and carers who responded to the on-line questionnaire regard behaviour as good, as did all staff on their questionnaires.
- A particular strength is pupils' attitudes to their learning. Lessons were typified by enthusiasm and determination. There is no hint of giving up when tasks are hard. Pupils show considerable resilience and fortitude in their work.
- Pupils say that they feel safe and parents and carers were unanimous in their agreement, as were staff and governors.
- Pupils have a very good awareness of what constitutes bullying. They say that incidents are rare, minor and extremely well dealt with when reported. They are aware of all types of bullying, describing the dangers of cyber bullying and how it can be avoided and showed genuine shock when inspectors asked whether there was any racial bullying.
- Rates of attendance are above average and have been improving over the years, reflecting pupils' enthusiasm for school. Punctuality is good.

The leadership and management are good

- The major driver behind the improvements since the last inspection has been the headteacher. However, within the last couple of years two deputies have been appointed and literacy and numeracy teams have been created. This management structure is very effective and the deputies and teams have been instrumental in implementing initiatives to drive improvement. In particular, the literacy and numeracy teams have very good plans to continue developments in these subjects.
- Leaders and managers have a very accurate view of the school's strengths and weaknesses drawn from rigorous monitoring. The monitoring of teaching has been particularly thorough and is largely behind the improvements in the quality of teaching. Staff say that good arrangements are made for their professional development and this is well matched to their needs and those of the school.
- The provision for pupils identified as disabled and those who have special educational needs has improved considerably since the last inspection and is very well planned and organised, enabling these pupils to make good progress.
- The headteacher has developed a clear system to track the progress of pupils. Class teachers have now taken on this system to enable them to quickly identify any who might be in danger of falling behind. Effective strategies are then put in place to help them catch up.
- Funding for pupils who are eligible for the pupil premium is very effectively spent. It has enabled skilled staff to be appointed to give these pupils extra help, which has been effective in closing the gap between their performance and that of their peers.
- The school has good links with parents and carers. Those spoken to and the responses to the on-line questionnaire were hugely positive. The school has worked hard to engage with parents and carers and the work of the home-school link coordinator is very effective in this.
- The school has developed the curriculum well to engage the pupils. Pupils say that lessons are interesting and fun. They particularly enjoy the topic work; for instance, they are currently studying India and have developed very good knowledge of the country and its culture.
- Pupils' spiritual, moral, social and cultural development is good and enhanced through many aspects of the curriculum. For instance, visitors and visits out of school increase pupils' awareness of the range of diversity in Britain.
- Safeguarding procedures are thorough and pupils are kept safe.
- Equality of opportunity has a high priority and discrimination is dealt with well. This is

demonstrated in pupils treating all equally and ensuring that all are included.

- The school has made very good use of support provided by the local authority, for instance by providing training for staff and governors.
- The improvements since the last inspection, and the shared determination of all staff and governors, indicate that the school is well placed to continue to improve.

■ **The governance of the school:**

- Governors have very good knowledge of the school's strengths and weaknesses and much of this is based on their own evidence from first-hand observations. This has enabled them to challenge leaders and managers well in the drive for improvement. Governors are very supportive, for example one attended and took part in a recent local authority review. They seek the views of stakeholders well, distributing regular questionnaires for parents and carers and meeting with the pupils on the school council at least once each year. They have a good strategic view and their careful management of the budget, linked to performance management, enabled the appointment of two deputies who have been effective in supporting the headteacher in developments.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	115742
Local authority	Gloucestershire
Inspection number	401537

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

Type of school	Junior
School category	Foundation
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	161
Appropriate authority	The governing body
Chair	Paul Greenwood
Headteacher	Jan Cowley
Date of previous school inspection	19–20 January 2010
Telephone number	01453 542706
Fax number	01453 548642
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