

Woodfield Junior School

Woodfield Avenue, Penn, Wolverhampton, WV4 4AG

Inspection dates 17–18 January 2013

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

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Although pupils reach the nationally expected standards at the end of Year 6, not enough pupils make good or better progress from their starting points, particularly in reading and writing.
- In some lessons, the expectations for what pupils should learn are either not clear or are not high enough. As a result, pupils do not make sufficient progress in a lesson or in their work over time.
- Although the majority of teaching is good, there is too much teaching that requires improvement.
- In some classes, teachers do not match the work well enough to the ability of the pupils. As a result, pupils do not make as much progress as they should.
- Teachers do not give pupils many opportunities to show that they can get on with their work and learn on their own or in a group. A consequence of this is that pupils are not able to practise the skills they have or to show what they have learnt.
- Teachers' marking does not consistently help pupils to know what they have done well and how they can improve their work.

The school has the following strengths

- The headteacher managed a period of staffing turbulence in the senior leadership well. The team is now stable and providing strong leadership.
- The new leadership team has taken action that has been successful in improving the quality of teaching and the progress that pupils make.
- The governors are very actively involved in the school and play a key role in monitoring and evaluating the school's performance.
- Pupils have good attitudes to learning. They are respectful and cooperate well together. They feel safe in school.
- Pupils attend school regularly and they are punctual to lessons. They enjoy school and are proud of the contribution that they make to the community.
- Parents are very positive about the school. They recognise the improvements that have been made over the last 18 months and can see the benefits to their children.

Information about this inspection

- Inspectors observed 14 lessons, some of which were joint observations with senior leaders. In addition, they carried out learning walks where they visited a further ten lessons and spent at least ten minutes in each lesson. All class teachers were seen working with the pupils.
- Inspectors heard pupils read from Years 3 and 6 and undertook a scrutiny of pupils' work.
- Meetings were held with groups of pupils chosen at random. Discussions were held with the headteacher and senior leaders, middle leaders, representatives from the governing body, a representative of the local authority and the headteacher of the feeder infant school.
- Inspectors took account of the 20 responses to the online questionnaire (Parent View) and the 11 questionnaires completed by staff in forming their judgements. An inspector spoke to several parents and carers when they brought their children to the school in the morning.

Inspection team

Susan Barkway, Lead inspector

Additional Inspector

Patrick Walsh

Additional Inspector

Glen Goddard

Additional Inspector

Full report

Information about this school

- Woodfield Junior School is larger than most junior schools.
- The proportion of pupils from minority ethnic groups is much larger than other schools. The majority of pupils are either of Indian or White British heritage.
- The percentage of pupils learning English as an additional language is high compared to other schools nationally.
- Around 20% of pupils are supported by the pupil premium, which provides additional funding for pupils who are known to be eligible for free school meals, looked after children and those with parents in the armed forces. This is slightly lower than the national average.
- The proportion of pupils supported at school action is broadly average. Similarly, the proportion of pupils supported by school action plus or with a statement of special educational needs is also broadly average.
- All pupils are educated on site. The school does not use alternative provision to support any of its pupils.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' learning and progress.
- A new deputy headteacher has been appointed since the last inspection.
- There are formal links with the infant school on the same site and a single governing body for both schools.

What does the school need to do to improve further?

- Improve teaching to ensure that it is consistently good or better by:
 - ensuring questioning is targeted and is used to challenge and promote the learning of all pupils
 - making sure that teachers, as well as pupils, fully understand what pupils are expected to learn in a lesson rather than just what they are expected to do
 - planning activities that enable the pupils to achieve the learning expected of them
 - providing more opportunities for pupils to work independently, or as part of a group, on extended pieces of work.
- Increase pupils' rates of progress, particularly in reading and writing, by:
 - fully embedding a systematic approach to the teaching of letter and sounds (phonics) to support those pupils who need additional help with their reading and spelling
 - making sure that class teachers set work that is at the right level of challenge for all pupils
 - ensuring that teachers plan work for pupils that is closely matched to the next steps for their learning
 - improving the marking and feedback on pupils' work so that it consistently identifies what pupils have achieved and what they need to do next to improve
 - providing pupils with the opportunity to respond to the marking and feedback.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils start at the junior school with attainment at or above that expected for their age. At the end of Year 6, attainment in reading, writing and mathematics in 2012 was broadly average. However, the proportion of pupils attaining higher levels in mathematics improved and, in 2012, was above the national average.
- All groups of pupils, including those from Indian or White British heritage, attain at comparable levels to similar groups nationally and to other pupils in the school. Pupils supported by pupil premium do better than similar groups nationally.
- The progress of pupils has improved over the last 18 months as a result of action taken by the school. In 2012, the proportion of pupils making and exceeding the progress expected of them in mathematics was similar to that made by pupils in most schools. However, in reading and writing, progress was slower and fewer pupils made more than expected progress.
- In most lessons, pupils make good progress. However, in some lessons, pupils learn very little because the work set for them is either too difficult or too easy. In addition, teachers do not provide sufficient opportunities for pupils to use their knowledge and to practise the skills they have learnt: for example, to use their mathematical skills in real-life situations or to complete longer pieces of writing.
- There is little variation between the overall progress that different groups of learners make in both English and mathematics. The progress of disabled pupils and those who have special educational needs is comparable with similar groups nationally. Pupil premium funding is used effectively to provide additional staffing so that pupils can be taught in smaller groups in English and mathematics.
- Pupils have a wide selection of books to read. They read regularly, and the majority are confident and fluent readers. The school is working closely with the infant feeder school to develop further the teaching of letter and sounds (phonics) for those pupils who find reading and writing more difficult. This is a recent initiative and the impact of this work has not yet been fully realised.
- Pupils have termly one-to-one meetings with their teachers to discuss the levels at which they are working and what the next step is in their learning. This information is shared with parents or carers. However, teachers do not consistently provide regular feedback on pupils' work, telling them what they have done well and what they need to do to improve. In addition, pupils are not always given the opportunity to respond or to correct their work so that it consolidates their learning.

The quality of teaching

requires improvement

- The quality of teaching has improved over the last year. The proportion of teaching that is good or outstanding has increased as a result of robust monitoring, effective professional development and action taken to eradicate under-performance. Nevertheless, there is still too much teaching that requires improvement.
- In lessons which require improvement, there is too much teacher input so reducing the time pupils have to use and apply their skills and to extend their learning, either independently or

with other pupils. The teachers plan activities but are not always clear about what they expect the pupils to learn and questioning is not used well to either ensure that all pupils are engaged or to promote and assess learning.

- There are good examples of pupils being encouraged to self- and peer-assess their work. This strategy is effective in helping pupils to see for themselves whether their targets have been achieved and what else they can do to make their work better. However, this is not a common feature in lessons that require improvement.
- Work in books is well presented and pupils take pride in what they do. In writing, they complete tasks designed to check that they understand passages of text and to develop their vocabulary and correct use of grammar. However, they are not given sufficient opportunities to use these skills in extended pieces of independent writing.
- In the most effective lessons, teachers plan their lessons to make sure that all pupils are given work that gets the best out of them and they ask searching questions to get pupils thinking and to see how much they have understood. For example, in a Year 6 English lesson, the teacher and teaching assistant used probing questions to challenge pupils in their writing task to use words and phrases which convey emotion.
- In all lessons, teachers have very positive relationships with the pupils and they use effective behaviour management strategies to ensure that there is no poor behaviour and little low-level disruption.

The behaviour and safety of pupils are good

- Pupils behave well in lessons and around the school. They are polite, courteous and welcoming. Their smiles show that they are comfortable, happy and feel safe in the school. They get on well with each other and play together cooperatively. All parents and carers who spoke with inspectors and who responded to the Parent View questionnaire stated that behaviour is good.
- Pupils have positive attitudes to their learning. In lessons, they listen carefully and respectfully to the teacher and to each other. They get on with their work and there is very little off-task behaviour. However, teachers frequently direct questions only to pupils with their hands up; as a result, quieter and less confident pupils are not encouraged to be involved in the lesson.
- Teachers manage behaviour effectively. They are consistent in their expectations of what is acceptable behaviour and implement the behaviour policy when appropriate. Mentoring is used well to support those pupils who find school difficult to cope with.
- Pupils state that bullying is rare. They have a good awareness of different types of bullying, including cyber, racial and homophobic bullying. They understand the importance of letting an adult know if they feel unsafe and are very clear about the actions and sanctions that would follow if there was bullying or name-calling.
- Attendance and punctuality are good. For example, even in the heavy snow on the second day of the inspection, pupils came to school on time and ready to work. When there have been cases of pupils having a lot of time off school, the school has worked well with the families and attendance has improved.

The leadership and management are good

- The headteacher, deputy headteacher and governors provide very effective leadership. They have a clear view of how successful the school can be and have taken actions that are improving pupils' progress and the quality of teaching. For example, closer working with the infant feeder school is resulting in a smoother transition for the pupils and one-to-one mentoring is helping to ensure that all pupils make at least the progress they should.
- Middle leaders have a good understanding of their roles and contribution to school improvement. They are becoming increasingly involved in tracking pupil progress, as well as monitoring and evaluating work in the area for which they are responsible.
- Leaders have a good understanding of the strengths and weaknesses of the school, including those regarding teaching and learning. Careful tracking of pupil progress, along with secure arrangements for managing performance and effective professional development, have made a significant contribution to improvements to the quality of teaching over the last 18 months. This is now having a positive impact on pupils' learning and outcomes.
- Pupils are provided with a range of subjects and activities that helps them to develop their knowledge and skills and prepares them to live in a diverse society. They have access to a good range of clubs and have regular opportunities to visit different places in order to support their learning.
- Spiritual, moral, social and cultural development is promoted well through the curriculum and opportunities for community work. Pupils are particularly proud of the charity activities that they have been involved in. For example, they proudly told inspectors that they had raised £1700 for a children's charity and they explained about the old clothes that they bring in to raise money for local charities.
- The local authority adviser visits the school each term and has a good understanding of the strengths and areas for development. Additional support has been offered to the school when appropriate. The local authority has also provided training for the governing body in its roles and responsibilities.
- Relationships with parents and carers are good. Almost all parents or carers who spoke to inspectors or responded on Parent View believed that there was good communication with the school and that they received the information they needed to know how well their child was doing. Workshops and forums involve parents and carers in the work of the school and provide valuable opportunities for discussion.

■ The governance of the school:

The governing body provides outstanding support to the school. Governors are very clear about their roles and responsibilities and are proactive in ensuring that all members of the governing body are provided with high-quality training to enable them to carry out these roles effectively. Governors robustly hold senior leaders to account for all aspects of school performance. They are extremely well informed about pupil data and the quality of teaching and have been very involved in working with the headteacher and senior leaders to secure improvements. Governors, along with the headteacher, are raising the profile of performance management and are linking increases in salary to performance and contribution to whole-school improvement. Governors have checked that pupil premium funding results is used to enable those pupils it supports to make good or better progress. They ensure that the school's safeguarding arrangements meet statutory requirements.

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	104299
Local authority	Wolverhampton
Inspection number	400703

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

Type of school	Junior
School category	Maintained
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	355
Appropriate authority	The governing body
Chair	Fred Pezhman
Headteacher	Colin Hocknull
Date of previous school inspection	18 May 2010
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