

# Oakwood Junior School

Holbrook Road, Alvaston, Derby, DE24 0DD

## Inspection dates

21–22 January 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils make good progress and achieve well. Standards in reading, writing and mathematics have improved since the previous inspection.
- Teaching is good across the school. Teachers plan interesting and enjoyable activities that help pupils to make good progress.
- The school helps pupils to develop a love of reading. There is a wide range of books for pupils to choose from and they are keen to talk about their favourites.
- Pupils' behaviour is good. They work very well together in lessons, supporting each other and talking enthusiastically about their learning.
- The school is a bright and welcoming place. Pupils show respect for the building and grounds. They know that one of the school's values is 'We look after our school and those in it', and they pay close attention to this.
- Pupils are very well-mannered and courteous. They are proud of their school and of the work they do to help others, including their fundraising for various charities.
- Parents and carers say that that their children are safe at school, and the pupils themselves say that they feel safe and well cared for.
- The school offers an excellent variety of activities to enrich pupils' learning, including many opportunities in music and sports.
- The headteacher and senior leaders have worked successfully to improve the quality of teaching and pupils' achievement. There is a strong commitment to further improvement from all staff.
- Governors know the school well and are fully aware of its strengths and areas for development. They take their responsibilities very seriously and ask challenging questions of senior leaders.

### It is not yet an outstanding school because

- There is not enough outstanding teaching to make sure that all pupils make rapid progress. Teachers' use of questioning sometimes prevents pupils from sharing their ideas with each other.
- The quality of marking is not consistently high. As a result, some pupils make slower progress than others because they do not receive good guidance on how to improve.

## Information about this inspection

- Inspectors observed teaching and learning in 14 lessons. Four of these observations were observed jointly with the headteacher or deputy headteacher. In addition, inspectors made a series of shorter visits to lessons.
- Meetings were held with staff, pupils and two members of the governing body. A telephone conversation was held with a representative from the local authority.
- Inspectors took account of the 37 responses to the Ofsted online Parent View questionnaire as well as the responses to the school’s own recent survey of parental views. Twenty seven responses to the staff questionnaire were also considered.
- Inspectors scrutinised a range of documentation including national published assessment data and the school’s own data, the school’s self-evaluation, improvement plans, safeguarding policies, behaviour policies and records, and documents relating to teachers’ performance management.

## Inspection team

Julie Price-Grimshaw, Lead inspector	Additional Inspector
Jane Brothers	Additional Inspector
Steven Goldsmith	Additional Inspector

## Full report

### Information about this school

- Oakwood Junior School is larger than average.
- The large majority of pupils are of White British heritage. Very few pupils speak English as an additional language.
- The proportion of pupils known to be eligible for support through the pupil premium is above average. This is additional support for pupils known to be eligible for free school meals, those in local authority care and those with a parent in the armed services.
- The proportion of disabled pupils and those who have special educational needs supported at school action is above average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress.
- There have been several changes to staffing since the previous inspection, including the appointment of a new headteacher in September 2012.

### What does the school need to do to improve further?

- Increase the proportion of outstanding teaching, so that all pupils make more rapid progress, by:
  - developing teachers' skills in questioning so that pupils benefit from sharing their ideas with their classmates
  - making sure that all marking is as good as the best in offering helpful guidance to pupils about how to improve their work.

## Inspection judgements

### The achievement of pupils is good

- Pupils achieve well. From starting points that are broadly average, they make good progress in reading, writing and mathematics to reach standards that are at least average by the end of Year 6.
- Achievement dipped significantly in 2011 but rose a little the following year. Pupils' test results at the end of Year 6 improved greatly in 2013 and the school's most recent information on pupils' progress shows that this positive trend is set to continue. Pupils in Year 6 have made particularly rapid progress in writing since September 2013 and this represents a significant improvement compared to previous years.
- Pupils from different ethnic backgrounds make similar progress and all achieve well. The school offers good quality language support to the few pupils at the early stages of learning English, making sure that they are able to take an active part in lessons and all the school has to offer. This shows the success of the school's commitment to ensuring equality of opportunity.
- Those eligible for the pupil premium make good progress from their starting points. In 2013, by the end of Year 6, they were approximately two terms behind their classmates in English and mathematics. Since then pupils' progress has accelerated and the gap is now much narrower. This is due to the school's careful allocation of the pupil premium, including funding for additional support staff and piano lessons for eligible pupils.
- Disabled pupils and those who have special educational needs make good progress. Their achievement in reading is improving well as a result of the school's recent work to raise the profile of reading across the school. Support staff are well trained in helping these pupils to develop their skills and knowledge. They also offer much encouragement and praise, which helps pupils to become confident learners.
- The school is especially successful in helping all pupils to develop a love of reading. Pupils speak with great enthusiasm about the choice of books available to them and are keen to talk about their favourites. This is having a positive impact on their reading skills in general and helping them to make more rapid progress across a range of different subjects. When asked how the school could improve further, one boy said, 'Even more books!'

### The quality of teaching is good

- Pupils arrive at lessons on time and are eager to start learning. Teachers plan interesting activities that motivate pupils and build well on their enthusiasm. Relationships between teachers and pupils are very positive; all of the pupils spoken to during the inspection commented on how much they liked their teachers and appreciated their work.
- Classrooms are well-organised with displays and resources that support learning well. For example, each room features a 'learning wall', which pupils use as a reference point during their lessons.
- Pupils' attention very rarely strays from the task set. A key strength of their work in lessons is the way that they choose to work together, providing support and help for each other and discussing the learning in much detail. For example, in a mathematics lesson pupils moved around the room using their own initiative to compare answers to questions and to talk about the methods they had used. The teacher kept a close watch on their work, helping them to

correct errors where necessary and giving clues to help the tackle more difficult questions. As a result, all made at least good progress.

- All teachers have high expectations of what their pupils can achieve. The great majority bear this in mind when setting tasks for particular pupils so that all, including the most able, are stretched and challenged. Pupils respond well, as shown when one group of pupils agreed that, 'It's great when you work it out and get it right!'
- Where teaching is outstanding, pupils make very rapid progress because they are completely engrossed in the engaging activities set by the teacher. In one such lesson, teachers and support staff worked exceptionally well together as a team, building on what pupils had found out for themselves, and giving advice and guidance to take the learning even further.
- Almost all teaching assistants work closely with the class teacher in planning the learning. They typically work with a number of different pupils, asking questions to help develop thinking skills and checking that pupils' work, including their spelling, punctuation and grammar, is accurate.
- When teachers are working with individuals and small groups of pupils, they use questioning well to check understanding and move learning on. However, when asking questions of the whole class, teachers often choose just one or two pupils to give answers from those with their hands up; this leads to some pupils losing their motivation as they are not able to share their ideas, many of which are very good, with the rest of the class. This, in turn, slows the rate of their learning down.
- The quality of marking is variable. The best written feedback gives very clear guidance that is extremely helpful to pupils and valued by them. Pupils then take teachers' advice on board and move their learning on. Other marking is much too brief and typically includes only short comments that are of limited value to pupils in supporting their progress.

### **The behaviour and safety of pupils are good**

- Behaviour is good. Pupils take great enjoyment in their learning and enjoy coming to school, as shown by their above-average attendance. Attitudes to learning are positive overall and disruptions to lessons are very rare.
- Visitors to the school are made to feel extremely welcome by the pupils, being greeted with smiles and offers of help. When inspectors visited classrooms, pupils were quick to engage in conversation about their learning, often being keen to share examples of their well-presented written work. Pupils are polite and well-mannered, showing high regard for school staff.
- Pupils have great respect for the school environment, helping to keep it neat and tidy. They also take pride in their own appearance.
- Although pupils are aware of the different forms of bullying, they are adamant that this is not an issue at Oakwood, saying that it is a friendly and caring community. School records confirm that any type of bullying or harassment is very rare. Pupils are certain that any incidents of bullying would be dealt with quickly and effectively by the staff, and they know who to approach if they have any concerns.
- The school's work to keep pupils safe and secure is good. Pupils say that the school is a safe place to be and they understand how to keep themselves safe, including when using the internet. Almost all parents who responded to the Parent View questionnaire and to the school's own survey are confident that their children are safe at school.

**The leadership and management are good**

- The headteacher and senior leaders have brought about improvements to teaching and pupils' achievement since the previous inspection. The dip in achievement in 2011 has now been reversed and there is secure capacity for further improvement.
- Leaders have an accurate view of the school's strengths and areas for development, gained through thorough checking of all aspects of the school's work. There are clear plans for improvement and all staff share the leadership's determination to build on recent successes so that pupils make more rapid progress.
- Teachers' performance is managed well. All teachers and teaching assistants have targets, linked to priorities for school improvement, to help them improve their practice. There are secure links between performance and pay awards. The school provides a good variety of training opportunities, including externally run courses, in-house training and personal coaching. All staff say that they are proud to work at the school and feel well-supported.
- The school offers an interesting and stimulating range of activities and subjects, both in and out of lessons. There is a strong emphasis on pupils practising their literacy skills across the full range of subjects, and this is helping to ensure the accuracy of their spelling and grammar. There is an excellent variety of enrichment activities; for example, pupils benefited greatly from making and trading goods during the 'enterprise event'. Pupils are very well prepared for their secondary education.
- Spiritual, moral, social and cultural development is promoted well. Pupils enjoy out-of-school visits, such as to the theatre, and benefit from the input of visitors including a poet and a member of the BBC weather team.
- The school has used the additional government sports funding on a number of initiatives, including professional sports coaching for pupils, training in sports coaching for teachers and equipment. The school also uses its own budget to fund a number of sporting opportunities for pupils. The impact of all this work in sport is evident in the successes of the school's various teams in local competitions, including at county level.
- The local authority provided support for the headteacher for a short time after taking up post. Since then, 'light touch' support has been provided for this good school.
- **The governance of the school:**
  - Governors know the school well and have a very clear understanding of how its performance compares to others, both within the local authority and nationally. They are able to use information on pupils' performance to discuss strengths and weaknesses with senior leaders and are fully aware of how judgements about the quality of teaching are made. Those joining the governing body since the previous inspection have been provided with support and training to enable them to carry out their roles with confidence. Minutes of governing body meetings show that governors do not shy away from asking challenging questions of senior leaders. They are involved in discussions on how funding is allocated, including the pupil premium, and insist that they are kept up-to-date on the progress of eligible pupils.
  - Governors take their statutory duties very seriously, including ensuring that all safeguarding requirements are met. The Chair of the Governing Body spoke for all its members in saying, 'It is our responsibility to make sure that all of our children get the best that we can possibly provide for them.'

## 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

<b>Unique reference number</b>	112766
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	434611

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

<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	346
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Judith Russ
<b>Headteacher</b>	Steve Darby
<b>Date of previous school inspection</b>	5 October 2010
<b>Telephone number</b>	01332 571231
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