

Woodville CofE Junior School

High Street, Woodville, Swadlincote, DE11 7EA

Inspection dates 11–12 February 2014

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		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher and senior leadership team have successfully led the school's good improvement since the previous inspection. Almost all pupils now make good progress in their learning and achieve well.
- New leadership of teaching has led to a reinvigorated, successful teaching team which means that teaching is consistently good and sometimes outstanding. Teachers' marking is particularly effective in supporting pupils' learning.
- Behaviour is good across the school. Pupils are curious, interested in their lessons, concentrate well and enjoy their learning. Pupils and parents agree that this school is a safe and happy place to learn.
- Pupils experience a wide range of enrichment activities which strengthen their spiritual, moral, social and cultural development. They enjoy taking part in many different sports.
- A strong determination to make the school better has led to rapid improvements. Subject leaders play a central role in driving improvement and governors are highly effective in supporting and challenging the school.

It is not yet an outstanding school because

- Occasionally, more-able pupils are not given difficult enough work to do.
- A below average number of pupils achieves the higher Level 5 in reading, writing and mathematics.

Information about this inspection

- The inspectors observed 17 lessons taught by 10 teachers. Four of these were observed jointly with the headteacher or deputy headteacher. In addition inspectors visited 'physical literacy' sessions, where pupils start the day with a series of balancing exercises, and 'books at breakfast club', in which, after a healthy breakfast, pupils settle down to 45 minutes of reading.
- Teaching assistants working with small groups of pupils were observed, as well as assemblies and inspectors listened to some pupils read.
- Meetings were held with senior leaders, members of staff, groups of pupils, members of the governing body and a representative of the local authority.
- Inspectors observed the school's work and looked at development plans, records of pupils' progress, arrangements for safeguarding, and documentation relating to pay and performance.
- Inspectors took account of the views of parents from the 33 responses to Parent View, the online questionnaire, and the school's most recent parental survey in July 2013.
- They scrutinised the 21 responses to the staff questionnaire.

Inspection team

Judith Straw, Lead inspector

Additional Inspector

Christopher Webb

Additional Inspector

Mark Cordell

Additional Inspector

Full report

Information about this school

- Woodville is larger than the average-sized primary school.
- Almost all pupils are from White British backgrounds. None speaks English as an additional language.
- The proportion of disabled pupils and those with special educational needs supported through school action is high but the proportion supported at school action plus or with a statement of special educational needs is below average.
- A well above average proportion of pupils is known to be eligible for the pupil premium. This is additional funding for those pupils who are known to be eligible for free school meals, children from service families and children that are looked after.
- An increasing number of pupils join the school later in Key Stage 2 than the usual Year 3.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- Since the previous inspection there have been several staff changes and the leadership team has been enhanced by two new leaders for mathematics and English.

What does the school need to do to improve further?

- Raise pupils' achievement so that more pupils reach the higher Level 5 in reading, writing and mathematics by:
 - making sure that teachers in all classes consistently give more-able pupils work to do that is sufficiently difficult.

Inspection judgements

The achievement of pupils is good

- Pupils make good progress from the time that they join Year 3 to the end of Year 6. Published attainment information does not do justice to the quality of pupils' achievement because an increasingly large number join the school later in Key Stage 2 and some start well behind what is expected for their age. The school's tracking shows that pupils in the school from Years 3 to 6 make good progress.
- At the end of Year 6 attainment is average. Attainment is rapidly improving as is shown by the work in pupils' books.
- Mathematics, previously a weakness, is now particularly strong. Pupils quickly grasp the basics of mathematical calculation skills, including quick mental recall. They have many opportunities to develop their skills in numeracy in other subjects such as science and geography.
- The school misses no opportunity to promote literacy in all subjects. Reading is encouraged as a regular daily activity and the 'books at breakfast club' is attended by around 40 pupils each day. The school is working hard to increase the number of pupils reaching the higher Level 5 in Year 6 tests. Pupils achieved less well in English in 2013 but in this academic year the work in pupils' books shows that progress is faster and pupils are reaching the levels that have been set for them.
- The school gives effective support to those pupils known to be eligible for the pupil premium. There is still a gap in their attainment in English and mathematics of some 18–20 months with the others in the school. The school's rigorous tracking information shows that eligible pupils are making faster progress than the others in all classes and so the gap is rapidly narrowing.
- Disabled pupils and those with special educational needs make good progress because of the tailored support they receive. Teachers and teaching assistants make sure that they are able to take part in all activities and achieve the same good rate of progress as the other pupils, thus promoting equality of opportunity.
- Pupils make good progress in different subjects such as science, history and physical education.
- Pupils' attitudes to learning are very positive. They arrive promptly to lessons, listen to their teachers and teaching assistants and concentrate on their different tasks. More-able pupils enjoy solving difficult problems in mathematics and designing experiments in science. However, they are not always given hard enough work to do that enables them to make the most progress they can.

The quality of teaching is good

- In all classes pupils are alert, willing to concentrate and enjoy their learning. This was seen in several outstanding lessons observed. For example, in English a Year 6 class was analysing the poetry of World War 1, identifying how poets use language to achieve their impact and then writing their own poems. In addition, there was high quality discussion of the futility of war, but also the call of patriotic duty.
- Equally effective teaching was seen in mathematics where highly skilled questioning and expert

subject knowledge meant that pupils could build on what they already knew to make rapid progress. This was seen in lessons where pupils were working on how best to present data and in adding fractions.

- Teachers create a calm, purposeful atmosphere, explain tasks clearly so that pupils understand what they are to learn and then support them in developing their learning. Pupils respond with enthusiasm and are keen to try out new things.
- Good teaching is evident across many other subjects, such as in religious education where pupils were engrossed in understanding the key concepts of Islam and in design and technology in Year 4 where some models of Viking longships were being constructed.
- Teaching assistants are particularly well used so that they make a significant contribution to the learning of disabled pupils and those who have special educational needs. They offer the right level of support and encouragement without making pupils dependent on them.
- Marking is a great strength of teaching. All staff use the agreed system of 'think pink' and 'go green'. Children therefore understand that pink highlighting means that they must try again or do more work and green means they have been successful. There was plenty of evidence in different books showing that pupils respond to marking requests to write out spellings or further enhance their work.
- Pupil premium funding is used to provide extra support through small groups for those pupils who join the school later than Year 3 or who need additional support to catch up in reading and mathematics.
- Most lessons are well planned to make sure that all pupils have the right level of challenge. Sometimes, though, more-able pupils do not have the chance to do more difficult work and solve even trickier problems and this slows their progress.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils are confident and outgoing. Pupils in all year groups say that they enjoy school and its friendly atmosphere. They agree that behaviour is good and say that very few lessons are ever disrupted by bad behaviour.
- Pupils are well mannered and speak to all adults in school, including support staff in the kitchen, office and playground, with friendly respect. They are interested in visitors and keen to show their skills.
- The school's work to keep pupils safe and secure is good. Pupils report that bullying is very rare and the school deals with it at once so that it does not recur. Pupils say that no-one uses racist or homophobic language and this is confirmed by scrutiny of the school's behaviour records.
- Pupils are punctual to school and usually have the right equipment. Some pupils start the day with 'physical literacy' sessions in which they prepare for the day's learning by doing a series of balancing, throwing games to enhance their sense of well-being.
- In class pupils are usually very attentive. They talk enthusiastically when they are working in pairs or groups and respond quickly to instructions in cooking, sport, science or other practical lessons.

- Pupils appreciate the many trips they take and some are very excited about a trip to Russia in June to see some examples of the space programme.
- Behaviour and safety are not yet outstanding because, just occasionally, the pace of lessons slows when a few pupils are less willing to concentrate.
- Attendance is consistently above average because pupils enjoy school.

The leadership and management are good

- The headteacher and deputy headteacher have worked hard to respond to the issues at the previous inspection and to bring about the necessary improvements. They are highly ambitious for the school and have managed to maintain high staff morale while setting higher expectations for everyone.
- Since the previous inspection, two subject leaders have been appointed to lead on English and mathematics. Along with senior leaders, these staff have influenced the quality of teaching in all classes so that it is consistently good across the school. All staff are held accountable for the progress pupils make.
- The school has a robust system to check on the quality of teaching and learning. The staff appraisal system is linked to whole-school targets and the contribution staff make to improving the school. Staff morale is high because the leaders give effective support for any weaknesses in staff performance and reward good practice with salary progression.
- The curriculum gives all pupils equal opportunities to succeed and to open their eyes to the world. Numerous after-school and lunchtime clubs encourage pupils to try new sports, keep fit, be creative and develop skills. Children say they love learning about 'things they didn't know about'. Plans for the new curriculum are well underway. The work in pupils' books and displays on the wall show a wide range of interests, from using the music of Mussorgsky as inspiration for art work to learning about alternative forms of energy.
- Pupil premium funding is carefully checked to make sure that it is spent to best effect. Parents are invited in to see for themselves how it is being spent so that they are fully involved in the process of supporting their children's education and learning.
- The local authority has worked closely with the school to support its recent rapid improvement.
- All elements for the safeguarding of pupils' welfare and safe recruitment make the school a safe and secure place to learn.
- Leadership and management are not yet outstanding because the school has more to do in making sure that all pupils achieve in line with their abilities, especially the more able.
- **The governance of the school:**
 - A new Chair of Governors has made sure that the governing body has all the necessary skills to check on the work of the school and hold it to account. Governors have a deep understanding of the way pupils' progress is tracked and have reports at every meeting on the progress of the different groups and how pupils' literacy skills are being developed. They frequently visit the school and know what is happening. They want to know about matters

such as how the school is working to improve spelling or how often children read. Safeguarding requirements are fully met. Governors manage finance very effectively and make sure that pay progression is closely linked to the quality of teaching or the management of teachers' performance. This includes managing the pupil premium budget so that all spending is closely checked by the Chair of Governors. An item on every meeting agenda is 'What have we achieved tonight that will make a difference to the children in our school?' Governors do not just hold the school to account; they also hold themselves to account and recently commissioned a consultant to observe their work and show how it could be better. They received a highly favourable report.

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	112865
Local authority	Derbyshire
Inspection number	430690

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	282
Appropriate authority	The governing body
Chair	Sebastien Castel
Headteacher	Roger Averis
Date of previous school inspection	March 2012
Telephone number	01283 217680
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