

Widney Junior School

Clifton Crescent, Solihull, B91 3LQ

Inspection dates 20–21 May 2014

Overall effectiveness	Previous inspection:	Requires improvement	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.

- Achievement in reading, writing and mathematics has improved since the last inspection and is now good. Pupils make good progress and standards are rising.
- Lessons are lively and interesting and teachers build on what pupils already know so that they make good progress in lessons. Teachers make sure that pupils know how well they are doing and how they can improve their work.
- Disabled pupils and those who have special educational needs make good progress. They are well supported, both in their classes and in the additional resource centre.
- Pupils' spiritual, moral, social and cultural development is particularly strong. The school helps pupils to develop as confident and mature young people by teaching them values such as resilience and kindness.
- Behaviour is good in and around school. Pupils are considerate and polite to adults and each other.
- Pupils feel safe in school and know how to stay safe in different situations.
- Teachers make good use of the school grounds to make learning interesting and provide activities which promote a healthy and active lifestyle.
- Changes made by the headteacher and senior leaders have led to better teaching and progress this year.
- Governors are very supportive of the school. They know how well the school is doing and ask senior leaders challenging questions to hold them accountable for improving the school.

It is not yet an outstanding school because

- In some classes, progress in writing is not as rapid as the progress made in reading and mathematics.
- Most teachers develop pupils' literacy skills across different subjects, but this is not done as effectively in some classes as others.
- Governors visit the school regularly to check how it is doing, but the visits are not always planned carefully enough or well reported to the rest of the governing body.

Information about this inspection

- The inspectors observed 13 lessons or parts of lessons, five of which were seen together with the headteacher or deputy headteacher.
- Meetings were held with the headteacher, other staff, two groups of pupils, the Chair of the Governing Body and a representative from the local authority.
- Informal discussions were also held with parents.
- The inspectors took account of the 40 responses to Ofsted's online questionnaire Parent View, the school's own parental and pupil questionnaires and the 22 completed staff questionnaires.
- During the inspection, most pupils in Year 6 were away on a residential visit. They were accompanied by two members of the senior leadership team and two other class teachers. On the first day of the inspection, all Year 4 pupils and their teachers were out of school attending a cricket festival.
- The inspectors observed the school's work and reviewed a range of documentation, including the school's checks on its performance, its analysis and tracking of pupils' progress, records of behaviour and safety, school improvement plans, records relating to classroom observations and the management of staff performance, safeguarding arrangements and records of meetings of the governing body.
- The inspectors also looked at pupils' work, listened to pupils read and checked information on attendance.

Inspection team

Susan Hughes, Lead inspector

Additional Inspector

Carol Deakin

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- The large majority of pupils are White British. The proportion of pupils from minority ethnic groups is average. The proportion of pupils who speak English as an additional language is well below average.
- The proportion of pupils supported by the pupil premium, which is additional funding for pupils who are known to be eligible for free school meals or in local authority care, is below average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is well above average.
- The school has specially resourced provision for pupils with special educational needs. It has 12 places for pupils with dyslexia and dyscalculia. Pupils attend during the mornings and join other classes in the school for the afternoon sessions. There are currently eight pupils on roll.
- There have been changes of staff since the previous inspection and five new teachers have joined the school.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

What does the school need to do to improve further?

- Improve teaching to further accelerate progress, particularly in writing, by ensuring that all teachers provide opportunities for pupils to develop their literacy skills across subjects other than English.
- Strengthen leadership and management by making sure that governor visits to school are better organised so that they all take place when planned and are routinely reported to the rest of the governing body, in accordance with the school's agreed format.

Inspection judgements

The achievement of pupils is good

- Achievement has improved since the previous inspection. All pupils in the school are making good progress, particularly in reading and mathematics. While progress in writing is also good, in some classes it is not yet as rapid as the other subjects. Standards in reading, writing and mathematics improve as pupils move through the school and Year 6 pupils are currently working above average in all subjects.
- Pupils typically start school in Year 3 with average or above average standards. In 2013, standards at the end of Key Stage 2 were above average in writing and English grammar, punctuation and spelling. They were average in reading and mathematics. While the progress Year 6 pupils made since they left Key Stage 1 was no better than expected, this was an improvement on previous years. During their last year, they made exceptionally good progress in all subjects, and particularly in mathematics.
- Disabled pupils and those who have special educational needs make good progress. Pupils attending the additional resource centre are well supported by highly trained staff who provide learning opportunities which cater for their specific learning needs. Disabled pupils and those who have special educational needs in the main part of the school are equally well supported and make good progress from their different starting points.
- More-able pupils make good progress. Teachers make sure that work in lessons encourages them to aim for, and reach, high standards of attainment. Pupils from minority ethnic backgrounds and those who speak English as an additional language achieve equally well.
- Pupils who are supported by the pupil premium funding make similarly good progress to other pupils. In some cases, they make even better progress. In 2013, eligible Year 6 pupils were around two terms behind their classmates in mathematics, one term behind in reading, and almost a year behind in writing. The rapid progress that eligible pupils currently in the school are making means that the gap between their attainment and that of other pupils is closing. Most of the funding is spent on additional adults to provide one-to-one support or support working in small groups.

The quality of teaching is good

- Improvement since the previous inspection means that teaching is consistently good, and some is outstanding. This is because teachers have high expectations of what pupils can achieve. They are clear about what pupils already know and make sure that the work in lessons builds on this knowledge and helps those of all abilities to make good progress.
- Marking in all books is thorough. Teachers give helpful guidance, both through marking and during lessons, as to how pupils can improve. They then make sure that pupils act on the advice they are given. Because of this, pupils understand the level they are working at and how they can do even better. During the inspection, pupils eagerly used their 'assertive mentoring' files, which contain a record of each pupil's discussions with the teacher about their work and progress, to show inspectors how well they were doing.
- Pupils in the additional resource centre are supported well. Their specific learning needs are identified when they join the school, and activities are provided to develop the skills they need. Good communication between the teachers of the resource centre and those in the rest of the school helps pupils to settle well into main classes in the afternoon.

- Other disabled pupils and those who have special educational needs are supported in the classroom, individually or in small groups, led by well-briefed additional adults. Teachers make sure that these pupils' work is interesting, and pupils respond well to the sensitive and encouraging manner of adults who help them.
- Pupils who are eligible for the pupil premium are also well supported, both individually and in small groups. This support is reviewed regularly, pupils' progress is rigorously checked and the type of support adapted as necessary to make sure that it remains effective in helping them achieve well.
- The new primary sports funding is used to pay specialist coaches who take lessons and lead lunchtime sports activities. This enables teachers to learn new techniques while pupils experience different activities, such as fencing, and improve their sporting skills. During the inspection, Year 5 pupils received cricket training from one of the specialist coaches, while Year 4 pupils, who attended a cricket festival, successfully won a place in the final.
- Teachers use the varied learning opportunities and experiences to give pupils the chance to practise and improve their writing skills by writing in different subjects. However, some teachers are more skilled at developing appropriate opportunities for them to do this than others.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. They are polite and courteous and look out for each other, readily helping, for example, if someone falls or has an accident. Pupils respond well to the good role models of adults in the school, who consistently encourage mutual respect, both in their comments and through the supportive atmosphere they create in lessons.
- Pupils say they enjoy coming to school, and this is reflected in their good attendance. They are enthusiastic about lessons and say the teachers always help them with their work. They enjoy opportunities to share their learning with their families on occasions such as 'Ladies who Lunch', when pupils' female relatives were invited to lunch and then to work with their children during the afternoon, and 'Superman Day', when male relatives had a similar opportunity.
- Pupils who find behaving difficult are well supported. Consistent approaches and sensitive handling by adults make sure that their behaviour improves rapidly and other pupils' learning is not disrupted.
- The school's work to keep pupils safe and secure is good. Leaders ensure that access to the building is secure, and staff are rigorously checked prior to appointment.
- Pupils say they feel safe in school and know how to stay safe in different situations, such as when using the internet and on the road. They discussed tips on how to stay safe when walking home from school, such as trying to stay with other pupils when possible.
- Pupils understand what bullying is and the different forms it can take, including cyber-bullying and name-calling. They say it rarely happens in school and are confident that any incidents are quickly sorted out.
- The school council is well organised and pupils are given responsible roles such as chairperson, note-taker and treasurer. Members of the school council feel that have made a difference to the school by organising fundraising activities, advising on the new decoration and the adventure

playground, and seeking the views of other pupils in their class. The eco council has also played a role in developing the school grounds.

The leadership and management are good

- The school is well led by the committed and enthusiastic headteacher and the senior leaders. They check very carefully how well pupils are doing and quickly identify any pupils who are in danger of falling behind. These pupils are given appropriate additional support, which is rigorously checked to make sure it is effective. As a result, pupils are helped to keep up. All leaders use progress data and regularly check work in books to make sure that pupils achieve well in the subjects for which they are responsible.
 - The senior leaders in the school have made sure that teaching has rapidly improved since the previous inspection. The appraisal system for checking teachers' performance, introduced last year, has contributed to the good teaching across the school. Individual targets are used by the headteacher and the governing body to confirm that pay rises and promotion are justified by results.
 - The school has formed strong partnerships with local schools which give teachers opportunities to share ideas and improve their skills. The sports partnership, funded by the primary sports grant, enables pupils to take part in inter-school competitions and festivals, as well as developing teachers' expertise. Pupils' success in inter-school competition reflects the good progress they are making in physical education and sport.
 - The subjects pupils learn are lively and interesting. The school grounds are used well, both for physical education and to provide other outdoor learning opportunities. Pupils enthusiastically told inspectors about the exciting activities they do in the forest area and about the recently acquired chickens. Visitors to school and theatre trips also help bring learning to life and give pupils good experiences of the creative arts. For example, Year 6 pupils recently studied and performed Shakespeare's *Macbeth* and Year 5 pupils built an almost life-size Viking ship in the school hall last term.
 - Pupils' spiritual, moral, social and cultural education underpins all the school does. Consideration and respect for others are embodied in the school's values, and pupils feel that these help them in their everyday life. They talked about values such as empathy, forgiveness and happiness in the context of getting on well with other people, both in and outside school. One pupil commented, 'They make you think positively.'
 - The local authority has provided good support for the school. It has helped develop the skills of the leadership team and provided some training for governors.
- **The governance of the school:**
- The governors are very supportive of the school. They appreciate how much it has improved since the previous inspection, and how it can improve even more. During meetings, governors ask the headteacher and senior leaders challenging questions to check how well pupils are doing and they hold leaders accountable for continued improvement.
 - Governors visit the school regularly and make sure these are always focused on areas where the school wants to improve. However, while the visits have been agreed by the governing body, there is no check on when, and if, they have taken place. Despite having agreed a way of reporting these visits, this is not always used and some visits are reported more fully than others.

- Governors manage the school’s finances effectively and know that the pupil premium is helping eligible pupils to achieve well. They understand how the new primary school sports funding is used to extend physical education opportunities. Governors appreciate how the new appraisal system has contributed to the good teaching. They make sure that teachers’ pay rises are linked to the progress their pupils make.
- Governors make sure that national requirements for safeguarding and child protection are met.

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	104054
Local authority	Solihull
Inspection number	442510

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	207
Appropriate authority	The governing body
Chair	Richard Morgan
Headteacher	Leon Chamberlain
Date of previous school inspection	20 March 2013
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