

Woodfield Junior School

Woodfield Avenue, Penn, Wolverhampton WV4 4AG

Inspection dates

12–13 April 2016

Overall effectiveness

Requires improvement

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a school that requires improvement

- Teaching, learning and assessment are too variable. They are not consistently good. This means that some pupils do not make good progress in lessons.
- Leadership and management are not yet good. There has been insufficient time to fully see the impact of the work of senior leaders, some of whom are relatively new in post.
- Not all teachers with additional responsibilities are making checks on the quality of teaching and learning in their subject area.
- There is some variation in how well teachers match interesting work to the range of ability. As a result, a few pupils are inattentive and do not make the progress expected of them.
- The most-able pupils are not always challenged to make accelerated progress because teachers do not consistently have high expectations of what they can achieve.
- Pupils do not have enough opportunities to use and apply their writing skills in a range of subjects.

The school has the following strengths

- The senior leadership team is committed. It is being ably supported by a headteacher from a local school. As a result of their work, in the short time they have been in post, leaders have ensured that this is an improving school. Staff work hard and want the school to succeed.
- Leaders have good systems in place to help teachers improve their work. This is having a positive effect and teaching is improving. As a result, there is an increase in pupils' progress.
- Since the previous inspection, the governing body has taken effective actions to hold the school to account and improve the effectiveness of leadership.
- The school is a happy place. Safeguarding is a priority. Parents and pupils agree that the school is a safe place.
- The caring ethos of the school ensures that pupils are well looked after. Pupils are polite and courteous and behave well around school and in the playground.
- Leaders use the extra money given by the government to support disadvantaged pupils effectively, meaning that the attainment gaps between this group and others are narrowing.

Full report

What does the school need to do to improve further?

- Improve the effectiveness and impact of leadership and management by:
 - creating a well-defined and efficient assessment system in partnership with staff to allow accurate monitoring and to enable discussions about pupils' attainment and progress to be robust
 - developing the skills of year-group leaders and subject leaders so that they are able to impact effectively on the quality of teaching and learning in their areas of responsibility, securing rapid progress for all groups of pupils
 - ensure that the school's marking policy is implemented consistently by teachers so that feedback is clear and specific and pupils know how to improve their work
 - complying with the school's priority to give staff opportunities to observe outstanding practice in other schools.

- Improve the quality of teaching, and accelerate the progress of all pupils by making sure that teachers consistently:
 - raise expectations of what pupils can achieve so that they make better than expected progress
 - provide tasks that are well matched to the range of ability in the class and especially the needs of the most-able pupils
 - set interesting activities so that pupils are fully engaged in the lessons
 - have high expectations of the presentation and quality of work in pupils' books.

- Increase attainment and progress in writing by:
 - ensuring that pupils have sufficient opportunities to apply their grammatical skills and knowledge when engaged in writing tasks across a range of subjects.

Inspection judgements

Effectiveness of leadership and management requires improvement

- There has been considerable disruption in leadership and management since the previous inspection. The number of leadership and staff changes since the previous inspection have led to lapses in learning for some classes. The actions taken to improve the school have not yet had sufficient time to embed and fully impact on pupils' learning.
- In the absence of the current executive headteacher, the leadership team is receiving effective support from the headteacher of a local school that is judged to be outstanding. This has contributed well to the pace of improvement.
- The leadership team is taking swift and effective action to improve. Its members have an accurate view of the areas they need to work on and they are tackling these issues systematically. The recently appointed leadership team is hardworking and determined, and has secured the support of the staff. The team has created a culture of raised expectations of the quality of teaching and learning, and the pace of improvement has increased. Staff were overwhelmingly positive about the leadership team in the responses to the staff questionnaires.
- The school's system for tracking pupils' progress is cumbersome. Consequently, staff are unable to check on pupil progress over time quickly and efficiently. The leadership team has accurately identified that improving the tracking of pupils' progress is a priority for the school.
- Senior leaders have put in place effective systems for making checks on the quality of teaching, learning and assessment. These checks are now more frequent. Leaders provide clear feedback, which enables teachers to see where their practice is effective and where it needs to improve. Leaders have been decisive in supporting and tackling teaching that is not yet good. Staff at all levels are benefiting from a programme of coaching, training and development. This combination of support and challenge from senior leaders is contributing to improvements in teaching. Staff have not yet had the opportunity to comply with the school's policy of observing outstanding practice in other schools.
- Staff who have responsibility for year groups and for subjects other than mathematics and English have undertaken some visits to classrooms but are not yet fully involved in making checks on the quality of teaching and the progress of pupils in their areas of responsibility.
- The curriculum provides an appropriate range of subjects that interest pupils, such as a recent Second World War topic in Year 6. Pupils made animated film clips and models of air-raid shelters, and undertook a rationing challenge linked to mathematics. However, there are inconsistencies in the progress of writing across the school.
- Where pupils are making good progress, adults provide them with feedback that, in line with the school's policy, supports improvement. In some classes, the improvement comments by the teacher do not comply with the school's policy on marking practice, and are not specific enough to move learning forward.
- Pupils' spiritual, moral, social and cultural development is promoted well in the school, ensuring that pupils learn to respect others, cooperate well, and understand their own rights and responsibilities and those of others. As a result, pupils are well prepared for life in modern Britain. The junior leadership team is very proud of its role, which involves showing parents around the school and supporting pupils who are new to the school.
- Leaders use the pupil premium funding well to meet the needs of individuals. The positive effect on pupils' personal development and enjoyment of school lays the foundations for disadvantaged pupils to learn successfully. Improvements in the quality of teaching mean that the attainment of disadvantaged pupils is rising and the educational gap is narrowing for them.
- The leader for pupils who have special educational needs or disability has an accurate view of this area of responsibility. She has implemented procedures and systems to ensure that the needs of these pupils are met. As a result, progress for this group of pupils is increasing.
- The sports funding is used effectively to increase opportunities for pupils, including good use of specialist coaches and after-school clubs. These initiatives are helping to enhance pupils' enjoyment and aid their social and physical development.
- The local authority adviser has an accurate view of the school and the key priorities to move the school forward. Effective local authority support has included a teaching and learning review, which has helped the school gain an accurate view of priorities for the school.

■ The governance of the school

- Governance has improved since the previous inspection. The restructured governing body has ensured that governors have a broad range of skills to support and challenge the school effectively. Governors have taken on individual areas of responsibility, for example checking how well the school uses pupil premium funding to improve outcomes for disadvantaged pupils. Through regular meetings with staff, governors make sure that they remain knowledgeable about their areas of responsibility.
 - Governors are aware that staff changes have caused disruption to teaching and learning. They are involved in recruitment and are determined to get the best staff for the school.
 - Governors know the school well and are supportive of staff. They are committed to continued improvement and are clear and realistic about the school's performance and priorities.
- The arrangements for safeguarding are effective. The inclusion manager is knowledgeable about her roles and responsibilities and has ensured that there are clear systems and processes in place to keep pupils safe. She makes effective use of a range of information to gain a clear picture of each pupil's needs. Staff have received effective training on the dangers associated with radicalisation and extremism.

Quality of teaching, learning and assessment requires improvement

- Teaching, learning and assessment require improvement because, although there are increasing aspects of good teaching in the school and pupils' outcomes are clearly improving, this is not consistently so across all classes and subjects. Pupils' progress has improved recently, but there are some inconsistencies in the progress pupils make, especially in writing, across the school.
- There is some variation between classes in how well teachers match work to the range of ability of pupils in their classes. This affects the amount of progress pupils make. Not all teachers have high enough expectations of what pupils can achieve in a lesson or over time, especially for the most-able pupils. This is because in some classes and subjects, pupils have to complete work that is too easy before they move on to more challenging tasks. As a result, some pupils do not make accelerated progress.
- The best learning occurs when pupils are fully engaged and interested in the tasks provided. For example, during the inspection, in an English lesson pupils were set the task of using their knowledge to find techniques to engage the reader. They persevered well with the task because they enjoyed it and could see the relevance of their learning and how it linked with their own writing skills. However, in a few classes, pupils are less attentive because they are not engaged in the lesson due to work not being matched to their abilities or because they are not interested in the task.
- Despite these inconsistencies, teaching has improved recently and clear strengths are evident. Teachers often use questions well, and pupils are encouraged to explain their thinking and extend their answers. This supports pupils' learning and helps to develop pupils' speaking and listening skills.
- There is some variation in the opportunities for pupils to apply their writing skills and knowledge in various subjects.
- Pupils are given regular opportunities in mathematics to solve problems and develop their reasoning skills. Pupils have a good grasp of basic calculation skills. As a result, progress in mathematics is improving across the school.
- Leaders have focused on developing a consistent approach to the teaching of reading, resulting in improving progress. Sessions are effectively timetabled and structured to develop and extend pupils' comprehension skills. In addition, pupils' reading journals clearly identify the tasks that they are required to use regularly at home.
- The school's new approach to measuring pupils' progress is firmly in place. Leaders acknowledge that this process needs to be more fully embedded so that all teachers ensure that they match tasks to the abilities and interests of all pupils.
- There has been an increase in the number of workshops available for parents. Parents who spoke to inspectors were positive about these and how they were useful in supporting their child's learning at home. For example, the school held an effective workshop to support parents' understanding of the school's approach to calculations in mathematics.

Personal development, behaviour and welfare

requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement because of inconsistency in the extent to which pupils take pride in their work, and because some pupils do not have sufficiently positive attitudes to learning. It is this inconsistency that prevents personal development and welfare overall from being good.
- The school ensures that pupils are cared for and looked after well. Those who have specific needs are supported well.
- Leaders ensure that all statutory responsibilities for safeguarding, including staff checks and training, are carried out regularly and thoroughly.
- Pupils know how to keep safe. Pupils spoken to said they felt safe in school and in the playground. Pupils said there were few incidents of bullying. They told inspectors that they felt that any issues reported to an adult would be dealt with.
- Some parents who responded to the survey did not agree that the school deals well with bullying incidents. Inspectors found that this was not supported in discussions with pupils or through incidents of bullying recorded in behaviour logs.
- Pupils talked with confidence about what the school had done to ensure that they are kept safe, including through assemblies, and lessons in personal, social, health and economic (PSHE) education and elsewhere in the curriculum.
- Parents who spoke to the inspectors or responded to the survey said that their children were safe.

Behaviour

- The behaviour of pupils requires improvement.
- Learning is sometimes disrupted by inattentiveness. Where this occurs, it is closely linked to lessons where tasks and activities do not interest the pupils or are not appropriately matched to their abilities. It is this inconsistency that prevents behaviour overall from being good.
- Leaders have recently implemented a new behaviour policy which is understood by staff and pupils. There are indications that behaviour is improving as a result of raised expectations. The new behaviour policy is clearly understood by staff and pupils, although it is too soon to evaluate the full impact of this. Pupils spoke positively about the clarity of the recent behaviour system. Leaders have reinforced high expectations of behaviour and made changes to the way rewards and sanctions are used. As a result of these changes, there has been a small increase in exclusions since the previous inspection. Leaders are aware that this is a short-term measure. As expectations are reinforced, this number is expected to decrease.
- Attendance is broadly in line with the national average. Attendance is monitored well, and records for absence and behaviour are well organised and checked.
- Pupils get on well with each other during lessons, sharing their ideas and listening respectfully to each other. This supports their improving progress.
- Pupils move around the school well in an orderly fashion and are very courteous and polite to visitors. They play well together at playtime, resulting in a harmonious community.
- Pupils respond enthusiastically to the additional responsibilities they are given, whether on the school council or as a 'young leader'.

Outcomes for pupils

require improvement

- Although improving more recently, rates of progress for pupils currently in the school are not yet good in all classes and subjects. This is because the quality of teaching is inconsistent. Progress for some pupils is good in reading and mathematics but there is more variation in the progress made in writing across the school.
- In 2015, Year 6 pupils attained at least in line with the national average and significantly above the national average in the grammar test. This is an improvement from the previous inspection.

- In 2015, the proportion of Year 6 pupils who attained the higher levels was above the national average in reading and mathematics. However, expectations of the most-able pupils currently in the school are not always high enough as these pupils are often capable of achieving more than the teacher anticipates.
- In Year 6 in 2015, pupils made good progress overall in reading and mathematics and improved on the previous year, but progress in writing dipped.
- Although improving more recently, there are some inconsistencies in the progress pupils currently in the school make. Progress is stronger in reading and mathematics than in writing. This is because pupils are not always given sufficient opportunities to use their skills and understanding in a wide range of writing tasks across the curriculum.
- There is a strong focus on the teaching of reading in the school and pupils enjoy the current approach to reading across the school. As a result, outcomes in reading have improved more recently. Pupils have positive attitudes to reading and can use what they have learned confidently to have a go at tackling unfamiliar words.
- Generally, pupils from an Indian background progress as well as other pupils. They have benefited from additional support to help them with reading and writing.
- Progress information provided by the school shows that pupils who have special educational needs or disability have made more progress recently in reading and mathematics. This is because the inclusion manager checks their progress regularly on an individual basis and puts actions in place where needed.
- The use of pupil premium funding has improved since the previous inspection. In Year 6 in 2015, the attainment and progress gap narrowed for disadvantaged pupils. Current assessment information shows clearly continuing improvement in the progress of disadvantaged pupils.

School details

Unique reference number	104299
Local authority	Wolverhampton
Inspection number	10012394

This inspection 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	347
Appropriate authority	The governing body
Chair	Fred Pezhman
Headteacher	Shelpa Patel
Telephone number	01902 558835
Website	www.woodfieldjuniorschool.com
Email address	woodfieldjuniorschool@wolverhampton.gov.uk
Date of previous inspection	17–18 June 2014

Information about this school

- The school is larger than the average-sized primary school.
- The proportions of pupils from minority ethnic backgrounds and the proportion who speak English as an additional language are both well above the national average. About half the pupils are from an Indian background.
- The proportion of pupils supported by the pupil premium (additional government funding for pupils known to be eligible for free school meals and children who are looked after by the local authority) is slightly lower than average.
- The proportion of pupils who have special educational needs or disability is below average.
- The school meets the government's floor standards, which set the minimum expectations for attainment and progress.
- The governing body is also responsible for Woodfield Infants School, which shares the same campus.
- There have been many staff changes since the previous inspection. Several leaders have been appointed over the last year, including the head of school, inclusion manager and assistant headteacher.
- The executive headteacher, who also oversees the infant school, has been absent from the school since January 2016 and was not in school during this inspection. The head of school is being supported by the headteacher of a local school, who was also involved throughout the inspection process.

Information about this inspection

- Inspectors visited lessons to observe pupils learning in all classes across the school, several of which were conducted jointly with senior leaders.
- The comments on and responses to Ofsted's online questionnaire, Parent View, were considered. However, the number of responses to the survey was low as there were only 28 responses. Inspectors also talked with parents before the school day.
- Pupils' work on display and in books was looked at. Senior leaders evaluated pupils' books together with inspectors.
- Regular meetings were held with the head of school, head of inclusion and the headteacher who is supporting the school.
- In addition, meetings were held with governors, subject leaders, year-group leaders and the special educational needs coordinator.
- A range of school information and documentation was examined that related to behaviour, the curriculum, attendance, school governance, pupils' progress, safeguarding, school improvement planning and evaluation, staff performance management, and monitoring.
- The lead inspector met with a representative of the local authority and took account of the staff questionnaires.
- Inspectors met with pupils formally and informally at breaktimes and in meetings.

Inspection team

Sarah Somers, lead inspector	Ofsted Inspector
Michael Appleby	Ofsted Inspector
Kevin Butlin	Ofsted Inspector

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