

Woodville CofE Junior School

High Street, Woodville, Swadlincote, Derbyshire DE11 7EA

Inspection dates

16–17 January 2019

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

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leaders have not acted quickly enough to stem the decline in pupils’ progress and attainment since the previous inspection.
- Improvement plans are not sharp enough to have a marked impact or allow leaders to check that their actions are successful.
- Middle leaders are not fully effective in their roles. They, too, do not check on their actions methodically enough to help them improve pupils’ progress.
- Good teaching is not widespread enough across the school. Some staff do not follow the school’s teaching approaches and policies sufficiently well.
- Some teachers do not assess pupils’ work accurately or use their assessments to plan work that is well matched to pupils’ needs.
- The school’s assessment systems do not provide leaders with enough accurate information to help them identify gaps in pupils’ learning quickly enough.
- Pupils’ progress is not consistently strong across the school, including for disadvantaged pupils. The pupil premium funding is not used to best effect. Some of the most able pupils do not make as much progress as they should.
- The progress made by pupils with special educational needs and/or disabilities (SEND) varies too much. Pupils with SEND are well cared for, but some teaching assistants do not provide strong learning support.
- The governing body is committed to improving the school. Governors do not receive the high-quality information needed to hold leaders to account.

The school has the following strengths

- Pupils are safe and cared for well. They enjoy learning how to keep safe, healthy and fit. Extra-curricular activities are numerous.
- Pupils’ behaviour is consistently good. Leaders’ actions to remedy a dip in pupils’ attendance have been effective.
- Leaders have developed a curriculum that is broad and well supported by a strong spiritual, moral, social and cultural development programme. Leaders prepare pupils well for life in modern Britain.

Full report

What does the school need to do to improve further?

- Improve the effectiveness of leadership and management by ensuring that leaders:
 - refine their improvement plans, making them detailed enough to measure the impact of their actions
 - methodically check on how their actions are improving the quality of teaching and pupils' progress, and use the findings to plan their next steps
 - collect accurate information from the school's assessment system about pupils' progress and attainment, and identify where to target resources to generate the greatest improvement
 - provide the governing body with relevant and accurate information so that governors can hold leaders to account for the performance of staff and the achievement of pupils.
- Improve the quality of teaching, learning and assessment and make sure that all pupils, including disadvantaged pupils and pupils with SEND, make consistently strong progress by ensuring that:
 - teachers share the most effective teaching practice, and that all staff consistently follow the school's adopted policies and teaching approaches
 - teachers assess pupils' work accurately, and use this information to plan work that is well matched to pupils' needs, including activities to challenge the most able pupils
 - teaching assistants provide consistently strong support, and help pupils transfer their skills into wider learning opportunities.

An external review of the school's use of the pupil premium funding should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- The executive headteacher has established a positive ethos across the two federated schools. Senior leaders' actions to improve the school have not yet made a big enough impact on achieving their goals. Inconsistencies remain in the overall quality of teaching and in pupils' progress.
- Senior leaders know the school's strengths and weaknesses. The school's improvement plans identify the right priorities to improve both the quality of teaching, learning and assessment and pupils' progress. However, they do not enable leaders to check that their actions have been successful.
- Leaders have not ensured that all teachers assess pupils' work accurately. They have recently taken steps to address this issue. There are now more opportunities for teachers to work together to improve the accuracy of their assessments. However, some teachers are still developing the skills they need to make accurate pupil assessments. At times, teaching is, therefore, not well planned to meet pupils' needs.
- Leaders' actions to improve the quality of teaching have had varied success. For some teachers, newly adopted approaches to improve teaching have been successful. A few teachers have not responded with sufficient commitment to the strategies that leaders have introduced. For example, some teachers do not consistently follow the school's marking and feedback policy.
- Leaders have not ensured that the most effective teaching practice is well used to support and develop other teachers. They do not check whether staff training has the necessary impact.
- Middle leaders are enthusiastic and help teachers to implement new approaches to teaching in their respective subjects. They too, however, do not check in sufficient detail to know what is making a positive difference to pupils' progress.
- Leaders' use of the pupil premium funding is not given sufficient consideration to ensure that it has a marked impact on the progress of disadvantaged pupils. Leaders identify the gaps in disadvantaged pupils' learning. They provide pupils with extra support to develop any missing skills or knowledge. Targeted sessions for disadvantaged pupils are effective in plugging the gaps in these pupils' learning. However, teachers do not ensure that these pupils retain their knowledge and understanding or successfully transfer their new skills into wider learning.
- Leaders do not make the best use of the extra funding for pupils with SEND to ensure that they make consistently good progress. At times, teaching assistants work in harmony with the teacher, and work is well matched to pupils' needs. Resources are adapted and used wisely to help pupils better understand their learning. Some teaching assistants, however, do not provide effective support. Leaders have yet to establish a system to measure the smaller steps of progress that some pupils with SEND make.
- Senior leaders have developed a well-balanced curriculum that is interesting and engages pupils. This includes the opportunity to learn a range of different languages. Pupils talked enthusiastically to the inspectors about the fun activities that teachers set.

They also explained the different types of homework used to help them consolidate their learning.

- Newly qualified teachers receive beneficial support. They appreciate the support that they receive from their mentors and training programmes.
- Leaders place a high importance on promoting pupils' spiritual, moral, social and cultural development. They prepare pupils well for life in modern Britain. Leaders make full use of the physical education and sport premium funding. There are many sports-based clubs, and pupils have opportunities to take part in competitive events.
- The school benefits from working with other local schools and the local authority. The local authority has provided support for senior leaders and made checks on their effectiveness. However, support has not been productive in helping leaders make some of the improvements needed. An increased level of support has already started.
- Leaders provide parents and carers with many opportunities to take part in their children's learning. School plays, family learning events, and celebration assemblies are a few of the ways in which parents can be involved. Most parents are appreciative of the work of leaders and other staff.

Governance of the school

- Members of the governing body have a sound understanding of what the school does well and what needs to improve. They know the actions leaders are taking to improve pupils' progress. However, leaders do not provide the governing body with enough information for governors to challenge their work. Governors do not, therefore, hold leaders well enough to account for pupils' progress and attainment.
- Governors are a dedicated group of individuals, committed to improving the school. They bring a range of skills and experiences to their roles and keep essential training up to date.
- Governors know what the extra funding for disadvantaged pupils and for pupils with SEND is spent on. They do not, however, ensure that leaders use this funding to improve pupils' progress. Governors do not evaluate whether the extra support provided enables pupils to make stronger progress. The governing body has not published all the required information on the school's website relating to the pupil premium funding.

Safeguarding

- The arrangements for safeguarding are effective. There is a culture of vigilance to keep pupils safe and happy in school. The leadership team has ensured that all safeguarding arrangements are fit for purpose.
- The designated teacher for child protection and safeguarding conscientiously implements procedures to keep pupils safe. Records are detailed and well maintained. Relevant employment checks are carried out on all staff and volunteers who work at the school. Key policies and procedures are in place and understood by all staff. Staff are well trained in all safeguarding issues. The curriculum makes an important

contribution to raising pupils' awareness of safe practices, such as e-safety and awareness of bullying.

- Groups of pupils who spoke with inspectors said that they feel safe in the school. Pupils and their families are further supported by strong partnership working and external agencies. Almost all parents who responded to Ofsted's online survey and the school's own survey – as well as parents that inspectors spoke with during the inspection – agreed that their children are safe.

Quality of teaching, learning and assessment

Requires improvement

- The quality of some teaching is good, but this is not yet widespread enough across the school. For example, questioning is not used consistently well. Most teachers use questioning to check on pupils' understanding, but some do not use it effectively enough to deepen pupils' thinking.
- Teachers' assessments of the standards pupils are working at are not consistently accurate. Sometimes, teachers do not, therefore, plan work that is well matched to pupils' needs. At times, work is not demanding enough, especially for the most able pupils. These pupils often repeat simple tasks or sit waiting for other pupils to catch up. When teaching is most effective, teachers plan work that enables all groups of pupils to make good progress. In mathematics, for example, pupils were provided with different levels of challenge and support to use, apply and deepen their knowledge of fractions.
- At times, support for lower-attaining pupils – and some pupils with SEND – does not motivate or help them to understand what they are trying to achieve. Sometimes, teaching assistants do not have a clearly defined role in the classroom. They do not systematically help pupils to transfer the skills practised during their small-group work to new learning. At other times, teaching assistants are well deployed and make strong use of their skills. They adapt resources to structure pupils' learning, and help pupils fill learning gaps so that more complex learning can take place.
- Teachers are developing pupils' calculation skills well. They are also providing pupils with problem-solving activities. For example, pupils enjoyed solving problems to increase their understanding of scaled drawings in mathematics. Some teachers ask pupils to explain their answers to show a sustained level of learning. This is not, however, consistently applied across the school.
- Teachers are now paying closer attention to developing pupils' handwriting, spelling and use of grammar. Some teachers are using teaching programmes with rigour to structure pupils' extended writing. However, changes to the way writing is taught are not fully embedded. Pupils are still not provided with enough opportunities to develop their writing skills.
- Teachers develop pupils' use of vocabulary well during guided reading sessions. New teaching approaches to improve pupils' inference skills are helping pupils to make stronger progress in reading. The pupils who read to an inspector did so with fluency, enjoyment and an understanding appropriate for their age.
- Teachers have strong subject knowledge across the school. Some teachers use this to provide relevance and purpose that capture pupils' imagination and motivate them.

Pupils are keen to take part in their learning. Positive relationships between adults and pupils support interesting and mature discussions.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. All staff – and governors – place a strong emphasis on ensuring that everyone feels included. Pupils are caring and considerate towards each other and adults. They take pride in their work, in wearing their school uniform and in their learning environment.
- Leaders provide a wide range of opportunities to develop pupils' spiritual, moral, social and cultural understanding. The school's values are displayed around the school. Pupils also benefit from visits to different places of worship, museums and theatres. They can take part in camping, adventure and cultural residential trips. Other activities – such as visiting artists, science fairs, the school band and the drama club – draw on pupils' interests and support them in developing a range of other skills.
- Pupils benefit from many extra-curricular activities. Judo, fencing, archery, art, computing and choir are some of the clubs on offer. Pupils can also take on positions of responsibility – such as class monitor, house captain or student council representative – to develop their leadership skills.
- Pupils are encouraged to become good British citizens. Leaders take their views into consideration when they review school policies. Pupils told the inspectors how much they had enjoyed being involved in developing the school's new behaviour passports. The personal, social and health education programme provides pupils with an opportunity to share their experiences and thoughts.
- The school's curriculum helps pupils to be safe. Pupils explained to the inspectors how to stay fit and live a healthy lifestyle. They have a good understanding of different types of bullying and the number of incidents of bullying and racism are low. Pupils explained that, on the few occasions when bullying does occur, any member of staff could be called upon to stop it. Most parents agreed with this.

Behaviour

- The behaviour of pupils is good. Pupils are polite, well mannered and welcoming. At playtime, pupils get along well. During school events – such as acts of worship – pupils are respectful and understand the expectations placed upon them. A very large majority of parents agree that pupils behave well.
- The vast majority of pupils are engaged in their learning, and low-level disruption is rare. Staff follow the school's behaviour policy consistently and challenge pupils in a respectful and considered manner. A new behaviour policy has ensured that incidents of poor behaviour remain low.
- Most pupils are punctual and ready to start their day of learning. Over time, pupils' attendance is good. Leaders' actions have been effective in remedying the dip in pupils'

attendance. The attendance of disadvantaged pupils and pupils with SEND is rising and is now close to the national average.

Outcomes for pupils

Requires improvement

- Following a period of decline, pupils' progress in reading, writing and mathematics is now improving, but it is not consistently strong across the school. Pupils' progress continues to be stronger in Years 3 and 4 than in Years 5 and 6. Often, boys' progress is weaker than that of girls. Some pupils are not as well prepared for secondary school as they should be.
- Typically, by the end of key stage 2, pupils have reached the expected standards in writing and mathematics. Attainment in reading, however, has been more varied. However, in 2018, attainment in reading, writing and mathematics was below average. Stronger progress is increasing the proportion of pupils who are reaching age-related expectations again, especially in Years 3 and 4.
- Historically, disadvantaged pupils' progress has been similar to their peers and to other pupils nationally in writing and mathematics. However, in 2018, the gap between disadvantaged pupils and other pupils nationally increased in reading, writing and mathematics. Some disadvantaged pupils currently in the school are catching up with their peers but this is not consistently the case.
- Pupils with SEND make inconsistent progress across the school. They make stronger progress in Years 3 and 4 than in Years 5 and 6.
- Historically, the proportion of pupils who have reached a greater depth in their learning in writing and mathematics by the end of key stage 2 has been in line with the national average. The most able pupils, however, do not make the progress that they should. The proportion of the most able pupils who reach the higher standard is below average.
- Work in pupils' books shows that they learn about different subjects, including geography, history and science. Teachers' expectations of pupils' work in these subjects are not as high as those seen in reading, writing and mathematics.

School details

Unique reference number	112865
Local authority	Derbyshire
Inspection number	10055204

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

Type of school	Junior
School category	Voluntary controlled
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	332
Appropriate authority	The governing body
Chair	Stephen Taylor
Headteacher	Jayne Smart (executive headteacher)
Telephone number	01283 217 680
Website	www.woodvillefederation.co.uk
Email address	headteacher@woodville-jun.derbyshire.sch.uk
Date of previous inspection	10 April 2018

Information about this school

- Since September 2015, Woodville Junior School has been in a federation with Woodville Infant School. There is an executive headteacher and deputy headteacher across the federation. Woodville is a Church of England school in the Diocese of Leicester. Its last section 48 inspection took place in May 2015.
- The school is larger than an average-sized primary school. The vast majority of pupils are White British. The proportion of pupils from minority ethnic groups is well below that found nationally. The proportion of pupils who speak English as an additional language is very small.
- The proportion of pupils with SEND – including those who have an education, health and care plan – is above average. The proportion of disadvantaged pupils is average.
- The school provides a breakfast club for its pupils.

- The school does not meet the requirements for the publication of specified information on its website in respect of the pupil premium funding.

Information about this inspection

- The inspectors observed pupils' learning in 19 lessons. Some of this learning was observed jointly with the senior leaders. Discussions took place with school staff, members of the governing body and local authority representatives.
- The inspectors listened to Year 3 and Year 4 pupils reading, and observed assembly and pupils' playtime. They met with two groups of pupils and talked informally with pupils. Pupils did not respond to Ofsted's online survey, but inspectors considered the school's own pupil surveys.
- The inspectors considered the 42 responses from parents to Ofsted's online survey, Parent View, including 24 free-text comments. The school's own parental survey was also considered. The inspectors also considered the 26 responses to Ofsted's online staff survey.
- The inspectors observed the work of the school and looked at a broad range of evidence, including the school's analysis of its strengths and weaknesses, planning and monitoring documentation, the work in pupils' books, records relating to attendance and behaviour, and the school's information on pupils' current progress and attainment in English, mathematics and a range of other subjects.
- The school's child protection and safeguarding procedures were scrutinised. The inspectors reviewed the school's website to confirm whether it met the requirements on the publication of specified information.

Inspection team

Vondra Mays, lead inspector	Ofsted Inspector
Rob Cruise	Ofsted Inspector
Phil Garnham	Her Majesty's Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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