

Inspection of Woodville Infant School

High Street, Woodville, Swadlincote, Derbyshire DE11 7EA

Inspection dates: 29 and 30 November 2022

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Requires improvement

Leadership and management

Inadequate

Early years provision

Requires improvement

Previous inspection grade

Outstanding

This school was last inspected 14 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection.

What is it like to attend this school?

Leaders have not ensured that all staff understand the school's systems for keeping pupils safe. This potentially places pupils at risk.

Across a range of subjects, leaders have not identified the knowledge all pupils should learn to help them develop their understanding securely over time. Too many pupils do not develop quickly as fluent readers. Pupils with special educational needs and/or disabilities (SEND) do not receive a curriculum that meets their needs.

Pupils know the school's values. They like the rewards they receive for the positive choices they make. However, too many pupils do not behave well, particularly at lunchtimes. Poor behaviour in classrooms frequently disrupts learning. Pupils do not have an age-appropriate understanding of relationships and boundaries. Parents and carers worry about some pupils' behaviour.

Pupils say that they can talk to their friends and teachers about their worries. Most pupils say that they feel safe in school. They understand what bullying is. They know that adults will sort out any incidents. Some pupils visit the 'caterpillar room' to help them understand their emotions and feelings.

Children in the early years enjoy learning. They settle well into school life. Older pupils understand the importance of equality. They recognise that 'anyone can do any job'.

What does the school do well and what does it need to do better?

Leaders have not ensured that all pupils get off to a good start in their education. Leaders have acted too slowly to improve the school. They have not accurately identified the school's strengths and weaknesses. Therefore, leaders' actions are not having a swift, sustained impact on the quality of education for all pupils.

Staff have received some training in the school's early reading programme. Leaders have ensured that reading books match the sounds pupils know. However, staff do not adopt an effective, consistent approach to teaching reading. Some pupils do not have positive attitudes to reading. Disadvantaged pupils do not receive the support they need to help them to catch up.

The mathematics curriculum is well structured. Teachers help pupils to learn from their mistakes. The rest of the school's curriculum is not as well sequenced. Leaders have not identified what knowledge they want pupils to learn, and when, in most subjects. As a result, pupils' knowledge and understanding of subjects are limited. Leaders do not have a clear view of how the curriculum should be improved.

Leaders have not ensured that the curriculum is suitably ambitious for pupils with SEND. These pupils do not receive well-planned support to access the curriculum. They do not develop well as independent learners. Some pupils with SEND have to

wait too long to get support. As a result, they do not achieve as highly as they should.

Children in the early years show excitement and fascination in their learning. They told inspectors how they can grow an oak tree from a tiny seed. Some children relish making superhero costumes. Others confidently sing songs to their peers in the make-believe theatre. However, the early years curriculum is not well planned in all areas. Sometimes, adults do not teach or explain ideas precisely enough so that children can develop their understanding securely.

Some pupils are courteous and use their manners well. They learn to develop resilience in their learning. However, their learning is often disrupted by other pupils' poor behaviour. Leaders have not ensured that all staff consistently apply the expectations for behaviour. Lunchtimes are often disorganised. A significant group of staff think that they do not receive enough support to manage pupils' behaviour. Parents also expressed concerns about pupils' behaviour. Communication and relationships between school leaders and parents are strained.

Leaders' actions to improve attendance and punctuality are having some positive impact. However, there remains a significant group of vulnerable pupils who do not attend regularly.

Pupils like the reward systems in school. They understand that rules are needed in school and in wider society. Some pupils participate in sports competitions. However, pupils' understanding of different faiths and religions is not as well developed as it should be.

Many governors are new to post. They have not yet received training for their roles. They recognise that there are significant challenges that the school faces and improvements that the leaders need to bring about. However, their work to date has yet to ensure that these improvements are happening.

Teachers say that they feel well supported with their workload. They appreciate leaders' support for their well-being.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders have not ensured that all staff understand the systems, policies and procedures to help keep pupils safe. Leaders have not established a consistent method for recording safeguarding concerns. Although leaders are aware of the local risks to pupils' safety, they do not ensure that the most vulnerable pupils attend school regularly.

Members of the new local governing body are evaluating the school safeguarding procedures, but this work is in its early stages.

Pupils have some knowledge of how to stay safe online. They do not have an age-appropriate understanding of healthy relationships.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not established clear policies and procedures for safeguarding. There are too many systems in place for recording concerns. A significant group of staff are not well versed in the school's procedures for safeguarding. This puts pupils at risk. Leaders must ensure that all staff have the necessary knowledge of the school's safeguarding systems and procedures to implement them well. Governors must ensure that leaders understand and fulfil their safeguarding responsibilities.
- Staff do not implement the school's early reading programme consistently and accurately. Pupils, particularly the most disadvantaged, do not learn to read well. Leaders must ensure that all staff have the knowledge and skills to be able to deliver the school's phonics programme as intended, so that all pupils, including the most disadvantaged, are able to read fluently and confidently.
- Pupils with SEND do not always benefit from a high-quality education. These pupils' individual learning plans lack the necessary precision to help pupils to achieve their next steps. This slows down the learning and progress that pupils with SEND make. Leaders must ensure that there is a clear ambition in the curriculum for pupils with SEND. They must ensure that all staff have the knowledge and expertise to provide timely, well-matched support to meet the needs of all pupils with SEND.
- Leaders have not identified the key knowledge and skills that pupils, and children in the early years, must gain in all subjects and areas of learning. The curriculum does not prepare pupils well for the next stage of their education. Leaders must ensure that there is clarification as to what knowledge pupils should learn, and when, in all subjects across all years, including in the early years.
- Leaders have not ensured that there are consistently high expectations for behaviour. This means parts of the school day are disorderly, preventing pupils from learning. Leaders must ensure that all staff understand the school's approach to managing behaviour, so that there is a consistent approach to ensuring that pupils behave appropriately.
- Some pupils have a limited understanding of different groups in society. This does not prepare pupils well for life in and beyond the school. Leaders must ensure that the curriculum enables pupils to learn about people who are different to them, and the diverse nature of British society.

Leaders and those responsible for governance may not appoint early career teachers before the next monitoring inspection.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	112655
Local authority	Derbyshire
Inspection number	10211888
Type of school	Infant
School category	Community
Age range of pupils	5 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	261
Appropriate authority	Local authority
Chair of governing body	Steven Taylor
Headteacher	Karen Puszczynska
Website	www.woodville-fed.derbyshire.sch.uk
Date of previous inspection	14 and 15 January 2008, under section 5 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.
- The infant school shares the same building as Woodville Junior School. The school's leadership has oversight of both schools.
- There have been some significant, recent changes in the school's governance.
- The executive headteacher took up post in January 2021.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

In accordance with section 44(1) of the Education Act 2005, His Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher and other leaders.
- Inspectors checked the school's arrangements for safeguarding through discussions with leaders, staff and pupils. Inspectors scrutinised a range of safeguarding documents, including the school's record of pre-employment checks.
- The lead inspector met with representatives of the school's governing body.
- Inspectors carried out deep dives in these subjects: reading, mathematics, religious education, history and physical education. For each deep dive, inspectors met with subject leaders to discuss the curriculum, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work. Pupils were also observed reading to a member of staff.
- Inspectors discussed the curriculum and reviewed samples of pupils' work in some other subjects.
- Inspectors observed pupils' behaviour during lessons and at breaktime and lunchtime.
- Inspectors met with pupils and with staff, both formally and informally.
- A phone call was held between the lead inspector and a representative of the local authority.
- Inspectors reviewed the pupil, staff and parental responses to Ofsted's online questionnaire. Inspectors also spoke to parents at the start of the school day.

Inspection team

Shaheen Hussain, lead inspector	His Majesty's Inspector
Ryan Brown	Ofsted Inspector
Helen Williams	Ofsted Inspector
Maira Dales	Ofsted Inspector

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