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Jo Westaby
Interim Executive Headteacher
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Dear Mrs Westaby

Serious weaknesses monitoring inspection of Woodville CofE Junior School

This letter sets out the findings from the monitoring inspection of your school that took place on 20 and 21 June 2023, on behalf of His Majesty's Chief Inspector of Education, Children's Services and Skills. The monitoring inspection was carried out under section 8(2) of the Education Act 2005 and was the first monitoring inspection since the school was judged to have serious weaknesses following the graded (section 5) inspection that took place in September 2022.

During the inspection, Janis Warren, Ofsted Inspector, CT Atwal, Ofsted Inspector, and I discussed with you and other senior leaders, governors, representative from the local authority, other staff and support services the actions that have been taken to improve the school since the most recent graded inspection. We discussed the ongoing impact of the COVID-19 pandemic. We also visited lessons, looked at samples of pupils' work, met with staff, met with pupils and scrutinised documents related to safeguarding, behaviour, attendance and special educational needs and/or disabilities (SEND). I have considered all this in coming to my judgement.

Woodville CofE Junior School remains inadequate and has serious weaknesses. Leaders have made progress to improve the school, but more work is necessary for the category of concern to be removed.

The progress made towards the removal of the serious weaknesses designation

Since the previous inspection, there have been changes to the senior leadership team. An interim executive headteacher was appointed in March 2023. Before this time, slow

progress had been made towards addressing the areas identified for improvement in the last inspection. Over recent times, all leaders are clear of their roles and responsibilities. All staff now have line managers. This has provided a sense of direction and purpose and has helped to secure some improvements.

There is a more consistent approach to the teaching of phonics. Books are more closely matching the needs of pupils. Learning to read is now a key priority. Leaders have been diligent since the last inspection. Reading spaces in all classes provide a focus for pupils. The purchase of quality texts has provided pupils with a wider range of books to support their development in reading. Leaders are clearer about how reading can be further developed.

Improving teaching and learning has been a priority. With the support of a multi-academy trust (MAT) intended sponsor, an extensive coaching programme for teachers has been introduced. This is helping to provide all teachers with the knowledge they need to deliver more effective lessons. Consequently, teachers' confidence has increased. With the support of these coaches, there is a strategic approach to improving the quality of provision. Senior leaders are due to be trained to be coaches themselves. The actions taken have led to the approach to teaching being more consistent. Teachers now revisit prior learning more frequently. This has led to increased engagement of pupils in lessons.

Progress to develop the curriculum has been slow. However, there is now an appropriate plan in place to address this. The curriculum you intend to introduce in September 2023 is broad, ambitious and well constructed in intent and design. It sets out the key knowledge you want pupils to know and remember and is constructed to build pupils' knowledge over time. Alongside the development of the curriculum, there is a plan to ensure that all subject leaders have the time and knowledge to check on how effectively the curriculum is being implemented and to make improvements in their subjects if required.

Leaders are more ambitious for pupils with SEND. There are more robust systems in place to support these pupils. Leaders are aware that the quality of provision for pupils with SEND requires significant attention. They are clear on the plan to make improvements.

Leaders have rightly focused on securing better behaviour of pupils. There has been extensive work to establish an effective behaviour policy. All staff have received training for them to implement it. Although at an early stage, this is being consistently applied at all times of the day and in all parts of the school. This has led to significant improvement in the standard of pupils' behaviour. Consequently, pupils' attitudes to their learning are becoming more positive, and they behave better during lessons. Pupils' behaviour has also improved at playtimes and lunchtimes.

The arrangements for safeguarding are effective. Pupils say they feel safe. Staff have the knowledge they need to identify any possible signs of concern or harm. Rigorous systems help staff to share their concerns swiftly. Record-keeping is extensive and informative. Records are rigorously monitored. Any issues are acted upon immediately.

Governors have a clearer understanding of their roles and responsibilities. They sought support and have recruited to strengthen the governing body. They now understand their statutory responsibilities and are beginning to hold leaders to closer account.

Leaders have developed a clear plan for improvement, which is appropriate and appears to be sustainable. Leaders have managed change in a manner that has taken account of staff well-being. As such, staff are supportive of the new leadership team. They recognise there is still work to do but are keen to 'get on with it'. The support from the new MAT sponsor has been timely and useful in supporting the improvement journey. Staff have welcomed their support. Leaders are continuing to work with the MAT team to develop the curriculum.

I am copying this letter to the chair of the governing body, the director of education for the Diocese of Derby, the Department for Education's regional director and the director of children's services for Derbyshire. This letter will be published on the Ofsted reports website.

Yours sincerely

Mark Anderson
His Majesty's Inspector