



Woodville CofE Junior School

Inspection Report

Unique Reference Number 112865
LEA DERBYSHIRE LEA
Inspection number 279040
Inspection dates 6 February 2006 to 7 February 2006
Reporting inspector Mr. Raymond Jardine LI

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

Type of school	Junior	School address	High Street
School category	Voluntary controlled		DE11 7EA
Age range of pupils	7 to 11		
Gender of pupils	Mixed	Telephone number	01283 217680
Number on roll	231	Fax number	01283 217680
Appropriate authority	The governing body	Chair of governors	Mr.R. Alan Wright
Date of previous inspection	11 September 2000	Headteacher	Mrs. Stephanie Hogan

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school is situated in the centre of the town of Woodville next to an infant school from which almost all of its pupils come. There are currently more boys than girls. The socio-economic circumstances of pupils' families are wide-ranging but are broadly average overall. Almost all pupils are of White British heritage and there are none whose first language is not English. The proportion of pupils with special educational needs is a little below average. Pupils' attainment on entry to the school varies but is typically about average. The school gained Health Promoting School status in 2002. The headteacher has very recently returned from a period of eight months absence due to illness.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

The school judges its effectiveness as good. The outstanding academic progress that pupils have made in recent years and their excellent personal development are key reasons why inspectors judge that the school's overall effectiveness and the value for money that it provides are outstanding. Pupils enter school with broadly average standards but by Year 6, these are well above average and exceptionally high in key areas. Science has been exceptionally and consistently high for five years and English has improved to a similar high standard. Pupils make outstanding progress in both these subjects. In mathematics too, achievement has sometimes been outstanding. It dipped a little last year because a few more able pupils did not do as well as expected. The school is rightly focussing its efforts on improving the teaching of mathematical problem-solving skills. Pupils' personal development is outstanding. Pupils enjoy school and their behaviour is excellent because lessons are so stimulating and well-planned. Much of the teaching is outstanding and this is a key reason for the school's success. Pupils enjoy very good relationships. The school's high standards of care help to ensure that pupils feel safe, valued and enabled to do as well as they can. Assessment is used very effectively to monitor pupils' progress and to target additional support. The curriculum is planned well to meet pupils' needs. The headteacher and deputy provide excellent leadership that has united the staff in common purpose and created a very good climate for learning. Management is effective and robust. Governance is satisfactory. While the school accurately diagnoses where it needs to improve, governors are not involved enough in the self-review cycle to enable them to monitor progress in school priorities. The school has demonstrated through its rising standards since the last inspection its good capacity to improve even further.

What the school should do to improve further

- Raise standards further in mathematics, particularly for the more able pupils, by introducing more problem-solving and investigative tasks. - Involve governors more fully in the school's self-review processes, particularly in monitoring progress in its priorities.

Achievement and standards

Grade: 1

The achievement of pupils is outstanding overall. Pupils enter the school with standards that are broadly average for the end of Year 2. By Year 6, their standards are well above average. Standards in science have been consistently and exceptionally high for the past five years. In English too, standards have risen since 2002 and were high in 2005. Mathematics' standards have been more variable, although always above average. Very high proportions of pupils attained above the expected levels in both English and science in 2005. In mathematics, a few more able pupils, who were not sufficiently confident in their problem-solving skills, did not achieve as well. The school has rightly targeted this aspect for improvement. The school easily exceeded its targets

in English and also for the proportion attaining the expected level in mathematics. Given the school's track record of outstanding achievement, these targets should be more challenging. Pupils' overall progress and achievements have been outstanding in all of the past three years and exemplary in some elements. This success is the result of excellent teamwork amongst teachers and teaching assistants and outstanding teaching. The outstanding progress is evident amongst different groups such as those with special educational needs. There are particular strengths in science where pupils' achievements have consistently been amongst the highest one or two per cent nationally for three years. But in English too, achievement in 2005 was outstanding. In mathematics, achievement was outstanding in 2004. It dipped a little in 2005 but was still good compared to other schools.

Personal development and well-being

Grade: 1

Pupils' personal development is outstanding. Enjoyment of being in school is reflected in pupils' excellent behaviour. Pupils have extremely positive attitudes and very much enjoy learning. They want to do well and try very hard. They collaborate extremely well on shared tasks and develop outstanding skills that prepare them for their future economic well-being. Pupils also make an excellent contribution to the school and wider community. They support a wide range of charities, often initiating and managing fund-raising events themselves. The school council members show great pride in their achievements and impact on school life. They know that their views are listened to and taken seriously. Pupils feel safe in school, say that they recall very few incidents of aggressive behaviour and are confident these are dealt with effectively. Attendance is good. Spiritual, moral, social and cultural development is good. Pupils place a high value on relationships with each other and with adults. The school's well-developed links with the church contribute much to its provision. Pupils develop a good understanding and respect for others' feelings and beliefs. They are thoughtful and considerate and this contributes very successfully to the quality of life in school. Pupils acquire a good understanding of the importance of adopting healthy lifestyles, including keeping fit. School meals for example, offer a range of healthy options that are popular with pupils.

Quality of provision

Teaching and learning

Grade: 1

Teaching and learning are outstanding and are key reasons for the excellent progress pupils have made in recent years. Teachers' excellent subject expertise and knowledge of how pupils learn are evident in the many outstanding lessons seen. Teachers are deployed very effectively to make best use of their skills. Very good assessment enables teachers to understand learners' needs and plan for them. In lessons, careful attention is paid to ensuring pupils of different abilities do as well as they can through lively and stimulating activities that are appropriately challenging. Teachers' partnership

with their very good teaching assistants ensures that those pupils with special educational needs or at risk of underachieving receive well-targeted support. Pupils very much enjoy their learning. One boy remarked that, 'Lessons are cool and we really learn a lot'. Two reasons for this are the excellent climate and relationships in lessons and the high quality of teachers' questioning during class discussions. Year 6 pupils demonstrated outstanding scientific enquiry skills when investigating dissolving because of their teachers' probing questions. Teachers are currently working to ensure pupils apply their mathematical skills to solve problems to the same high standard but are not yet consistent across the school. Marking is thorough and provides very helpful feedback to pupils on how to improve, especially in English and science.

Curriculum and other activities

Grade: 2

The quality and range of learning opportunities are good. The science and English curricula are outstanding features. All pupils have the opportunity to learn French. The curriculum effectively meets the academic and personal needs of pupils. A range of support groups provides specific targeted help for pupils' academic, personal and social development. Pupils become self-confident and acquire very good skills to help achieve their future economic well-being. However, the old and inadequate main hall, and playing field that is prone to flooding, restrict opportunities for physical education. New building work is at an advanced stage of planning to help address this problem. Curriculum enrichment is good and the various clubs are well-attended. There is a good range of visits to places of interest, including a residential visit to an activity centre for pupils in Year 6. Visitors to school also add interest and variety to the range of learning opportunities. There is good provision for the pupils' personal, social and health education through which they are taught about ways to stay safe and healthy.

Care, guidance and support

Grade: 1

The school provides outstanding care for its pupils. The provision for their health, safety and well-being is excellent. The school provides an extremely caring environment in which pupils learn and grow in safety and security. Pupils say they are confident that there is an adult to listen to them if they have problems. Child protection procedures are robust and all adults are aware of the action to take if necessary. The school goes to great lengths to ensure that activities involving children are fully assessed for safety. The school's rigorous monitoring of pupils' academic achievement ensures that those at risk of underachieving are identified at an early stage and appropriate support given. Group work is planned carefully to meet these pupils' academic and personal development needs. Very good support is provided for those pupils with special educational needs, partly because of the school's excellent partnerships with outside agencies that help assess and plan for their needs.

Leadership and management

Grade: 2

Leadership and management are good and there are some features that are outstanding. The headteacher and deputy provide excellent leadership that has successfully promoted strong teamwork throughout the staff, focussed on pupils' personal and academic well-being. The school's work to promote equality of opportunity is outstanding and very good monitoring systems help ensure pupils achieve as well as they can. The school is highly regarded in the community and enjoys the confidence and strong support of parents. The school's self-evaluation is effective and accurate in identifying where it needs to improve but it is, in some respects, modest in celebrating its strengths. The school analyses and compares its performance rigorously. Parents and pupils are consulted through surveys and other methods and their views influence the school's development. Management systems are well-developed and effective; this is demonstrated by the way in which the school has continued to flourish during the headteacher's extended absence. Partnerships with others, particularly local authority staff, have also helped ensure that the school continues to develop and improve. The school's recruitment and retention of highly skilled teaching and support staff are real strengths. Subject leaders are enthusiastic, very knowledgeable and their role is increasingly influential. They provide very effective support to colleagues. A strong sense of mutual support amongst them ensures that the best practices in teaching methods are disseminated so that all benefit. The school makes very effective use of its resources. Staff work hard to overcome limitations imposed by its old buildings, some of which will shortly be replaced. The substantial rise in pupils' achievement in a range of subjects since the last inspection demonstrates the schools' strong capacity to improve even further. Governance is satisfactory. Governors meet their statutory responsibilities well and are very supportive. But they are not integral enough to the school's self-review cycle to challenge its performance more rigorously, particularly in monitoring the impact of the school's work in priority areas.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	1	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

You may remember that we visited your school recently. We would like to thank you for the polite and courteous welcome we received. We met many of you in lessons and in groups and what you said helped us come to some judgements about the quality of education you receive. We think you go to an outstanding school. You told us how much you enjoy school life. You contribute much to making it a happy place in which to learn. We were very impressed by your excellent behaviour and warm and friendly relations with other pupils and staff. Below we set out for you some of our main findings about your school. What we liked about your school: - All the staff take very good care of you so that you feel safe and secure. - You are gaining knowledge and skills at an outstanding rate and achieve high standards, especially in science and English. - Teaching is outstanding. Teachers and teaching assistants are very skilled at making your lessons challenging, interesting and fun. - Your progress is carefully monitored to ensure that you are doing as well as you can. - You are gaining self-confidence, work very well together and are acquiring the skills necessary for your future lives. - The headteacher and staff work closely and are strongly committed to making your school even better. There are some things that could be even better. We have asked Mrs Hogan and Mr Simmons to ensure that you are given more opportunities in mathematics lessons to solve problems and carry out investigations. We also think that the governors can be even more involved in checking how well the school is performing. With our good wishes for your future at Woodville Church of England Junior School.