



# Woodfield Junior School

## Inspection Report

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**Unique Reference Number** 104299  
**Local Authority** Wolverhampton  
**Inspection number** 286903  
**Inspection dates** 18–19 October 2006  
**Reporting inspector** David Carrington

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

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<b>Type of school</b>	Junior	<b>School address</b>	Woodfield Avenue
<b>School category</b>	Community		Penn
<b>Age range of pupils</b>	7–11		Wolverhampton WV4 4AG
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01902 341552
<b>Number on roll (school)</b>	389	<b>Fax number</b>	01902 558374
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Paul Goddard-Patel
		<b>Headteacher</b>	C Hocknull
<b>Date of previous school inspection</b>	12 February 2001		

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## **Introduction**

The inspection was carried out by three Additional Inspectors.

## **Description of the school**

Woodfield Junior is bigger than most other junior schools. The pupils come from a wide range of ethnic backgrounds, with the majority from Indian families. Only a third of the pupils speak English as their first language. A below average number of pupils have learning difficulties and disabilities.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 2

Woodfield Junior is a good school that has the potential to become even better. Pupils achieve well during their time in school and reach above average standards. Across the school, pupils from the many different ethnic backgrounds achieve equally well. Their personal development and well-being is good, including their behaviour and enjoyment of school. The overall quality of support and guidance is satisfactory and staff show committed care for pupils' welfare.

The good education provided for the pupils stems from the good quality of leadership and management. The headteacher gives a decisive steer to the school and has high expectations of staff and pupils. Other leaders work effectively to make improvements and, together with the governors, have a thorough understanding of the school's strengths and priorities for improvement. The school has good capacity to continue its already positive improvement.

The curriculum is good and shows particular strengths in art and information and communication technology (ICT). Teaching quality is good, with some outstanding teaching in Year 6. The oldest pupils are enthused to work responsibly and independently and to show initiative. Teaching in Year 3 is not as consistently good as in other years because the pace is not always brisk enough and some of the work is too easy for the more able.

In recent years, standards in mathematics have not been as high as in other subjects and pupils' achievement, although satisfactory, was not good enough. School leaders identified these shortcomings and worked successfully to improve achievement. In 2006, mathematics results improved well, though they were still not as high as those in English. Thus, work remains to accelerate achievement in mathematics by refining, simplifying and evaluating assessment data. This is in order to target support more effectively where progress is slow. Parents and pupils hold very positive views of the school. Central to these are the effective transition from the infant school, the richness and enhancement of the curriculum and the quality of leadership.

### What the school should do to improve further

- Increase achievement in mathematics by refining assessment and tracking procedures in order to eliminate any slowing of progress.
- Ensure that teaching quality is consistently good in Year 3 by increasing the pace and challenge of the work.

## Achievement and standards

### Grade: 2

Pupils achieve well from their average starting point. They reach above average standards, with particularly good performance in English. Results in mathematics have generally been rather lower than those in other subjects but the school has worked well, assisted capably by the local authority, to improve achievement, and in 2006

standards were the highest in mathematics for a number of years. Good achievement is evident in science and there are positive indications that pupils do well in art and design and ICT.

The remaining weakness in achievement in mathematics is related to the use of information gathered from assessment. The system of tracking progress in mathematics has been improved but there is need now to take stock of assessment and to refine and simplify the system in order to respond quickly when progress slows. Pupils from the different ethnic backgrounds in school achieve at similar rates. In the past, pupils from mixed ethnic background did not reach as high standards as pupils from other groups. This was overcome in 2006. The two-thirds of pupils who speak English as an additional language are fluent in speaking, reading and writing in English because they benefit from good support. Pupils with learning difficulties also achieve well.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development is good. Pupils from the many different ethnic backgrounds get on well together and say everyone is friendly. Pupils feel safe in school. Any small problems are quickly nipped in the bud and racism is not tolerated. As a result, there is true racial harmony where pupils are valued for their individuality. Relationships between pupils and staff are good and pupils are not afraid to ask questions.

Pupils gain confidence and by the end of Year 6 many are very self-assured. Pupils really enjoy coming to school and they work hard in lessons and talk about how they enjoy learning new things and going on school trips. Some younger pupils find it difficult to organise themselves or to concentrate and this slows their progress. Attendance is satisfactory. Most pupils attend school regularly but a small number take holidays in term-time.

Pupils readily explain what constitutes a healthy diet, and they recognise the importance of physical activity. They know what they should do to keep safe. Pupils make a good contribution to the school community. The school council is very active and has lots of good ideas about how to improve the school. Pupils' positive attitudes and increasing confidence together with good academic standards ensure that they are well prepared for their next stage of education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching has been improved. Parents confirm this in their comments to inspectors. Nonetheless, school leaders recognise that there remain some inconsistencies in teaching quality in Year 3 where work is not demanding enough, especially for the more able, and where the working pace is sometimes slack.

Teaching and learning in the rest of the school are good. In Year 6, they are outstanding. Lessons here are planned carefully to ensure different ability groups work at a suitable level, teaching is spirited and very motivating, pupils are keen to succeed and work hard and there is a real sense of achievement at the end of the lesson. Year 6 pupils say they really enjoy working with their teachers and that they enjoy the challenges presented to them.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum meets the needs of all pupils, stimulates an enjoyment for learning and lays good foundations for pupils' future well-being. The grouping of pupils by ability for literacy and numeracy is an effective arrangement that ensures work is generally well matched to their needs and that they make good progress in lessons. In Year 3, work is not matched closely enough to pupils' different abilities. The work for ICT is good and pupils are building skills effectively. The curriculum for art and design is very good. It filters through many areas of the curriculum and not only supports learning in many subjects but also results in some very good work by Year 6. The curriculum is further enhanced by lively and interesting themed days and themed weeks. Very good use is made of visits, including residential visits, and visitors to enrich learning and to support pupils' good personal development. There is a good range of after school activities, which parents and pupils say makes learning enjoyable and memorable.

## **Care, guidance and support**

### **Grade: 3**

The school has made some improvement to its assessment system, though rather than monitoring their actual progress, this only gauges whether the pupils are reaching national standards. Whilst teachers give some helpful guidance for pupils on academic matters, this is not sharp enough because of gaps in the picture of progress that mean pockets of lesser achievement are not always charted quickly enough.

Parents report that teachers are caring and approachable and are genuinely interested in their children's welfare. They say that their children are valued as individuals. Inspectors agree. There are appropriate procedures for child protection. Pupils appreciate the support they get from the newly appointed learning mentors.

## **Leadership and management**

### **Grade: 2**

The headteacher's leadership is good. He sets high expectations and is an effective leader. He is ably supported by his senior management team who are successfully focused on improving standards and achievement and promoting the good personal development of all pupils. Senior leaders are well supported by other staff, governors and parents. Subject leaders carry out their roles well. They play an active part in

monitoring and improving the quality of the curriculum and teaching. It is very evident that there is a common sense of purpose amongst pupils, parents, school and subject leaders and the governors. There is a good understanding of the school's strengths and weaknesses and the school judges its performance realistically. However, information from assessment and data on attendance is not used consistently by all staff. Areas for improvement have been tackled successfully. The school is not complacent and has set itself challenging targets for future improvement, which it has good capacity to meet. Governors have a good understanding of the school's strengths and priorities for development. They ask key questions to ensure the school is performing as well as possible.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

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

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	3

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for your warm welcome when we visited your school recently. We enjoyed seeing you at work and talking to you. Lots of you said you enjoy coming to school and that your teachers and the learning mentors are good friends who always help.

We think Woodfield Junior is a good school. Its chief strengths are:

- You work hard and do well.
- You get good results.
- Most of you are taught well and you enjoy your learning.
- You are well behaved, work together well and help each other if you are troubled.
- You learn about lots of new things and your art and computer work is particularly good.
- Your headteacher wants you all to do well and has made a number of important changes to make sure you do.

We have asked your teachers to improve two things:

- Make sure that results in mathematics are always as good as in other subjects.
- Check that the work in Year 3 is always hard enough and completed quickly enough.

We know that you will want to help your teachers make these improvements. You can start by trying to finish your work as quickly as possible.

I hope you will read our full report.