



# Cam Woodfield Junior School

## Inspection Report

**Unique Reference Number** 115742  
**Local Authority** Gloucestershire  
**Inspection number** 290325  
**Inspection dates** 7–8 March 2007  
**Reporting inspector** Christine Huard

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

<b>Type of school</b>	Junior	<b>School address</b>	Elstub Lane
<b>School category</b>	Foundation		Woodfield
<b>Age range of pupils</b>	7–11		Dursley GL11 6JJ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01453 542706
<b>Number on roll (school)</b>	177	<b>Fax number</b>	01453 548642
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Elizabeth Cooper
		<b>Headteacher</b>	Janet Cowley
<b>Date of previous school inspection</b>	30 September 2002		

<b>Age group</b>	<b>Inspection dates</b>	<b>Inspection number</b>
7–11	7–8 March 2007	290325

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is a small junior school in Woodfield. It serves a nearby housing estate and the surrounding area. The proportion of pupils with learning difficulties and disabilities is above average. Attainment on entry into Year 3 is broadly average but varies from year to year. Attainment in writing is lower on entry than that in reading and mathematics.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory and improving school, providing a sound education for its pupils. The school's aim is to 'value all achievements, not just the academic, so that pupils develop their self-esteem and confidence'. This is reflected in the good level of care, support and guidance the pupils receive for both their personal development and academic performance. There has been a swift turn around from a fall in standards in 2006 and the school is striving hard to further improve pupils' achievement.

Standards are average and pupils achieve satisfactorily. Pupils have made good progress with their writing and standards in English are improving rapidly. Standards in mathematics are improving, but lower attaining pupils do not always show sufficient understanding of basic calculation skills. This slows their progress. There are too few opportunities for pupils to plan, investigate and record findings in full in science. This inhibits the development of their independent learning skills. Pupils with learning difficulties and disabilities achieve well because their provision is matched closely to individual needs and pupils receive good support in the classroom. Teaching and learning are satisfactory. Much of the teaching and learning observed during the inspection was good, as a result progress has improved this year. Teachers have good subject knowledge and teach confidently. As a result, pupils generally learn effectively. However, teachers do not always have high enough expectations of what pupils can achieve. More able pupils in particular, are sometimes not sufficiently challenged in lessons. Nevertheless, the extension programme for those who are gifted and talented is good and has had a positive effect in raising pupils' confidence and self-esteem.

Pupils' personal development and well-being are good. The pupils say how much they enjoy school and this is reflected in their good attendance. They eagerly take on responsibilities; as a Year 6 pupil explained, 'Jobs that need to be done - we do them!' Pupils have a good understanding of the need for a healthy lifestyle and the need to keep safe. The curriculum is satisfactory and there are particular strengths in music and sport as well as in the wide range of additional activities which enhance pupils' learning. However, the school recognises that more needs to be done to plan the curriculum for mixed-age group classes as this is the first year of a two year cycle. The leadership and management of the school are satisfactory. The headteacher provides good, strong leadership and works closely with her leadership team and staff. Morale is high, and the staff show a willingness to adapt and take changes on board in order to improve pupils' achievement. However, although actions taken following the 2006 tests have resulted in achievement now being satisfactory, there is still a way to go before it is good. The school's evaluation of how well it is doing is satisfactory. It is a little optimistic at present as, although appropriate actions have been taken to bring about improvement, they have not yet had a full impact on standards. The school has made satisfactory progress since the last inspection, and is soundly placed to make further improvements.

## **What the school should do to improve further**

- Provide more opportunities for pupils to plan, carry out and record their investigations in full, in order to raise standards in science.
- Ensure lower attaining pupils fully understand basic calculation processes in order to raise standards in mathematics.
- Have higher expectations of what more able pupils can achieve in lessons.

## **Achievement and standards**

### **Grade: 3**

Standards are broadly average and achievement is satisfactory. Achievement in English is good and the focus on developing pupils' writing skills has been successful in raising standards. In mathematics, achievement is satisfactory. Standards are improving because most pupils are given tasks that are well matched to their individual needs. However, lower attaining pupils sometimes struggle with basic computational skills and do not always understand how to apply them when solving problems. In science, standards are average, but pupils have too few opportunities to plan and investigate independently. They complete too many worksheets, which do not challenge more able pupils, in particular, to record their findings in full. Pupils with learning difficulties and disabilities make good progress because they receive good quality support in the classroom and in withdrawal groups.

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

### **Grade: 2**

Pupils are polite, behave well and generally show respect for themselves and each other. Their spiritual, moral, social and cultural development is good. Pupils respond very well to the opportunities provided for their spiritual development both in assemblies and in lessons. Pupils also benefit from a whole-school programme which effectively promotes their social, moral and emotional development. Their knowledge and understanding of other cultures is good and the pupils are developing a good awareness of growing up in a multicultural society. They also make a positive contribution to the community, for example by fund-raising for good causes at home and abroad as well as taking on significant responsibilities in school. Their literacy and numeracy skills satisfactorily prepare them for the future but their independent learning skills are insufficiently developed.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Across the school, teachers plan their lessons carefully and manage pupils' behaviour well. They know what they expect pupils to learn and their explanations are clear. As

a consequence, pupils are usually confident about tackling their work. The way in which teachers match tasks to pupils' individual needs enables most pupils to progress at an appropriate pace. However, more able pupils are not always sufficiently challenged by the tasks they are set and sometimes too little is expected of them. Pupils with learning difficulties and disabilities make good progress because they receive good quality support in the classroom and in small groups. Marking is satisfactory but varies from class to class. Some clearly identifies what pupils need to do to make progress but some is purely congratulatory.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum provides pupils with interesting activities and first-hand experiences which link subjects well and make their learning relevant. Recent planning has incorporated good opportunities for creativity and there are particular strengths in music and sport. The school has begun planning for mixed-age group classes although this still has to be completed. The wide range of visits and visitors, as well as exciting extra-curricular activities, positively enhance pupils' learning experiences. There is good provision for pupils who have learning difficulties and disabilities enabling them to make good progress and the small group provision for gifted and talented pupils provides extension tasks on a weekly basis. However, the day-to-day provision for more able pupils is not always sufficiently challenging. Well planned activities in personal, social and health education, circle time and assemblies support and promote pupils' personal and emotional development well.

## **Care, guidance and support**

### **Grade: 2**

Pupils are well looked after, and the impressive range of rewards and sanctions serve as an incentive for good behaviour. Procedures for child protection and health and safety are well established and understood by staff. Close links with specialist agencies ensure that pupils receive good support as and when the need arises. Pupils' personal development is monitored well. Systems for checking pupils' academic progress are good and clearly identify what needs to be improved. However, actions taken have yet to have a full impact on raising standards. Targets are effective in helping pupils to understand what they need to do to make progress in their learning. Support given to pupils with learning difficulties and disabilities meets their needs well and pupils' progress towards targets in individual education plans are monitored well.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. School leaders have an exemplary commitment to their pupils' personal development, and the leadership team sets the tone for the caring community at Cam Woodfield. The headteacher is quick to recognise and praise the achievements of adults and pupils and this has been a factor in sustaining

the improvements seen this year. Subject leaders monitor their subjects appropriately. They have identified suitable areas for development and actions taken are beginning to have an impact on pupils' learning but are too recent to yet be reflected in standards reached. Monitoring has not identified how more-able pupils should be challenged on a regular basis in class. The governing body is very supportive of the school. Governors monitor the school's work appropriately and have a sound picture of how well the school is performing. Most parents are very supportive of the school and feel they are consulted well about future developments.





## 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>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
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	2
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	3

### The quality of provision

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

<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>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
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 the warm welcome you gave us when we visited your school. You certainly seem to be happy and it was good to hear how you enjoy your work and all the extra activities in which you are involved. We think your school gives you a sound education and is working hard to make it even better than this. This is what we thought about your school:

- You behave well and are really keen to learn.
- Those of you who have difficulty with your learning receive good help in lessons.
- You take seriously the importance of eating healthily at school and taking physical exercise.
- You take on responsibilities willingly and fulfil them conscientiously.
- Teachers make learning interesting for you, but you need to know more about how to improve your work from marking.
- The teachers and staff take good care of you while you are in school.
- Your headteacher leads the school well and the governors and staff are very keen to make it even better.

We think that a few things could be even better:

- You need to have more chances to carry out more investigations for yourselves in science and write them up fully.
- Some of you are capable of tackling harder work in lessons.
- Those of you who find mathematics difficult need more help to develop your calculation skills.

We are glad you enjoy your school and hope you will continue to work hard.