

Woodville CofE Junior School

Inspection report

Unique Reference Number	112865
Local Authority	Derbyshire
Inspection number	325705
Inspection dates	20–21 January 2009
Reporting inspector	Martyn Skinner

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

Type of school	Junior
School category	Voluntary controlled
Age range of pupils	7–11
Gender of pupils	Mixed
Number on roll	
School (total)	238
Appropriate authority	The governing body
Chair	Mrs Angela Topliss
Headteacher	Mr Roger Averis
Date of previous school inspection	6 February 2006
School address	High Street Woodville Swadlincote Derbyshire DE11 7EA
Telephone number	01283 217680
Fax number	01283 817950

Age group	7–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Woodville CofE Junior School is an average-sized school in the village of Woodville, South Derbyshire. The percentage of pupils from minority ethnic groups is well below average, as is the percentage of pupils for whom English is not their first language. The proportion of pupils with learning difficulties and/or disabilities is above average. The school was without a substantive headteacher for nearly three years prior to the appointment of the current headteacher in September 2008.

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 school which has a clear understanding of how to get better. Unsettled leadership and management in the recent history of the school has made it difficult to keep a clear focus on raising standards, which appeared to fall sharply following the previous inspection. The new headteacher has taken a strong lead in raising expectations and establishing important systems to move the school on. The impact of these improvements so far shows that the school is securely placed to improve further.

When pupils arrive in Year 3, standards are broadly average. At present, standards are broadly average throughout the school, including in Year 6. This shows that pupils make steady progress and achieve satisfactorily. Standards are significantly better in reading than they are in writing or mathematics, where they are below average. Teaching and learning are satisfactory. Some good and outstanding teaching was observed during the inspection. Not all teachers provide a sufficient level of challenge or pace in lessons to stretch all pupils. A good start has been made to the careful tracking of pupils' progress. The use of tracking data is not effective enough to plan for individual needs. Most pupils are not fully involved in discussing their own learning and progress. The personal development of pupils is satisfactory. Attendance is outstanding and pupils' enjoyment of school is good. They are eager learners who are confident when talking to adults. The appropriate care, guidance and support they receive contributes to their happiness and sense of well-being. Behaviour is satisfactory. It is often good in lessons but is satisfactory overall due to some rough behaviour displayed at lunchtimes together with a lack of politeness from a few pupils.

The headteacher's clear focus on raising standards has been effectively communicated to all staff. He has a realistic view of the school's current strengths and weaknesses as well as a clear idea of what steps to take next. Senior leaders are helping to move the school forward with valuable help from the local authority, but the impact of new initiatives cannot yet be fully measured. Governors and parents are mostly very supportive of the new sense of direction in the school and many express confidence in the new headteacher. They comment on his visibility around the school and the positive difference he has already made. Whilst they acknowledge that there is still further progress to be made, there is a clear sense of everyone working together to help bring about the necessary improvements.

What the school should do to improve further

- Raise standards in writing and mathematics.
- Share best practice to ensure that teaching is consistently good by providing sufficient challenge and pace for all pupils to help them make better progress.
- Make greater use of information from tracking pupils' progress and extend opportunities for them to improve their own work.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

From broadly average standards on entry pupils' progress has varied in the past and has not always been satisfactory. Some pupils have underachieved. Recent improvements to teaching and systems for tracking pupils' progress have ensured that pupils are now making steady progress and achieving satisfactorily. The evidence for this is seen in the school's own detailed performance data and in the unvalidated Key Stage 2 test results for 2008 which show that there have been some encouraging signs of improvement. Standards are currently average in reading. They are below average in writing and mathematics. The school has rightly identified the need to increase progress and raise standards. Pupils who find learning difficult make steady progress and have appropriate, targeted support.

Personal development and well-being

Grade: 3

Pupils' personal development is satisfactory and their spiritual, moral, social and cultural development is good. Attendance is well above average. The majority of pupils enjoy school. Pupils are clear about their moral and social responsibilities to themselves and others. Behaviour is generally satisfactory and a large number behave well, especially when they are interested in imaginatively presented lessons. At times their behaviour is impressive. This was clearly illustrated in a whole-school assembly when the headteacher humorously acted out cutting off the deputy headteacher's tie for pretending to 'tell lies'. A minority of pupils struggle to behave appropriately, especially in the playground. Their understanding of safe practices is variable and misbehaviour arises from inconsistent supervision. Some pupils and parents worry about bullying although many feel the school is now tackling all misbehaviour effectively. Pupils have a broadly satisfactory understanding of how to lead a healthy lifestyle but they do not all adopt a healthy diet. There is a satisfactory range of opportunities to take on responsibilities in school and in the local community. Pupils develop a sound range of skills that equip them for their future.

Quality of provision

Teaching and learning

Grade: 3

While teaching is satisfactory overall, there are good features to teaching across the school. Teachers are enthusiastic and keen to improve. They plan carefully for lessons but do not always ensure that work provides the right level of challenge for all pupils. In the best lessons, pupils are highly motivated and make rapid progress in their learning. There are occasions when the pace is slow and pupils are not fully engaged. The school rightly sees the main challenge facing the school in relation to the quality of teaching is to make it consistently good in all classes at all times so that pupils' learning develops effectively from year to year. Teachers mark pupils' work frequently but they do not always give them clear enough guidance by identifying how they could improve, especially for lower-attaining pupils.

Curriculum and other activities

Grade: 3

Curriculum planning for all subjects, including literacy, mathematics and science, is satisfactory. Shared planning for parallel classes ensures that there is equality of opportunity across the year groups. The school has recently focused upon improving the curriculum for literacy and this now reflects national guidance. There is a current, whole-school focus on numeracy, which many of the pupils say is their favourite subject because they have to find things out. The curriculum in other areas is also satisfactory and the school is in the early stages of planning to ensure that learning links up across different subjects through themes and topics. The school is also starting to provide further activities to enrich learning including through additional visits and visitors. There are good opportunities for the pupils to represent the school in a suitable range of sports and music activities. A wide range of clubs, from gardening to ballroom dancing, contributes to pupils' enjoyment of school.

Care, guidance and support

Grade: 3

Support and guidance are satisfactory, and teachers care for the pupils well. The school has recently worked hard to update its policies and procedures for safeguarding pupils so that they meet requirements. There are full checks of those who work in school and there are links with a wide range of external agencies to promote pupils' well-being. Health and safety procedures are secure: for example, during the school's current building work, staff carefully check that the environment is safe. There is a good focus on how to manage and improve behaviour, and parents are fully involved where there are concerns. Most staff implement sanctions and rewards appropriately although some mid-day assistants miss opportunities to help pupils improve their social skills; for example, at times they speak too casually to pupils which leads to a lack of respect. Teachers and older pupils are very supportive of pupils with learning difficulties. Assessment procedures are satisfactory and staff check and track the progress made by all appropriately. Teachers do not always make full use of data to plan work to challenge those of different abilities. Plans to involve pupils more in discussions to assess their own work are at an early stage. Teachers have made a good start in meeting with Year 6 pupils to agree individual learning plans.

Leadership and management

Grade: 3

At present, leadership and management are satisfactory overall. In the short time since his appointment, the headteacher has demonstrated a high level of determination in improving the rate of pupils' progress and raising standards and achievement. He has introduced appropriate strategies and initiatives which are already beginning to make a difference to providing more consistent management of behaviour, better relationships with parents and a clear improvement in the morale of staff. Alongside increased support for staff, the headteacher has introduced increased accountability and teaching is now monitored suitably and the progress made by pupils is linked firmly to teachers' performance management.

The headteacher has an accurate view of the school. He has set a clear direction for the school to improve further and is well-supported by his deputy and other senior leaders. Governance is satisfactory. The governors are aware that they have not always played a strong role in school

improvement, but are keen to extend their understanding through a new committee structure and greater involvement in staff training activities. Although the school encourages satisfactory community involvement on a local level, it is aware that it does not provide sufficient opportunities for friendships with children from different backgrounds. The high profile of the headteacher in and around school has ensured good relationships with pupils, staff and parents.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	3
The capacity to make any necessary improvements	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ 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/or disabilities make progress	3

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	3
The extent to which learners adopt safe practices	3
The extent to which learners enjoy their education	2
The attendance of learners	1
The behaviour of learners	3
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	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	3
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

Annex B

Text from letter to pupils explaining the findings of the inspection

22 January 2009

Dear Pupils

Inspection of Woodville CofE Junior School, Swadlincote, DE11 7EA

Thank you for being so friendly when we came to inspect your school. We enjoyed talking to you and we listened very carefully to what you had to say.

We have judged Woodville CofE Junior to be a satisfactory school with some good points. An especially good thing about your school is the way you attend so regularly - in fact, your attendance is outstanding! We also found out that most of you really enjoy school because the teachers care for you and try to make lessons interesting.

At the present time, the progress you make in your work is satisfactory. Your headteacher and teachers are determined to help you make better progress and they have lots of plans to make your learning more exciting in the future.

So that the school can carry on getting better, we have asked your headteacher and teachers to:

- work together to help you do better in your work, particularly in writing and mathematics
- make sure that your work is at the right level for you to make good progress
- work with you to plan the next steps in your learning.

I hope that you will all help to improve your school by working hard, behaving well and sharing your ideas for the future.

Yours sincerely

Martyn Skinner

Lead inspector