

Cam Woodfield Junior School

Inspection report

Unique Reference Number	115742
Local Authority	Gloucestershire
Inspection number	338654
Inspection dates	19–20 January 2010
Reporting inspector	John Horwood

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

Type of school	Junior
School category	Foundation
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	153
Appropriate authority	The governing body
Chair	Mrs Ann Pearce
Headteacher	Mrs Janet Cowley
Date of previous school inspection	7 March 2007
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Introduction

This inspection was carried out by three additional inspectors. The majority of their time was spent looking at learning in the classroom and at the evidence of the progress pupils were making. Inspectors visited 10 lessons and observed all six teachers present in the school. They held meetings with governors, staff and groups of pupils. They observed the school's work and looked at a range of documents, including pupils' work, school policies, progress records, minutes of meetings and the questionnaire responses of 77 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether there is secure evidence that progress in all year groups is at least satisfactory
- how effectively attainment data is used to ensure the more able pupils achieve as well as they can
- whether initiatives within the school are raising standards in English and mathematics.

Information about the school

This is a small junior school where almost all pupils are from White British backgrounds. The percentage of pupils eligible for free school meals is average. The school has an above average proportion of pupils who have special educational needs and/or disabilities covering a wide range of needs. Among the awards obtained are the Rights Respecting School Award and Healthy School status. A privately managed before- and after-school club operates on the school site.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Cam Woodfield Junior provides its pupils with a satisfactory education. Standards on entry vary from year to year but are generally broadly average or slightly above. At the end of Year 6, standards in science are broadly average but standards in English and mathematics have been significantly below average for the last two years. All pupils now make at least satisfactory progress due to improved teaching, supported by a learning environment where pupils say they feel safe and enjoy their work as a result of very good relationships with teachers and each other. Progress in English and mathematics has improved rapidly since September 2009 and standards are rising. Pupils also develop good personal and social skills.

All teaching seen during the inspection was at least satisfactory. Teachers plan their lessons well to make them interesting with good quality resources. In all lessons, work was well matched to pupils' ability so that they could all make the same progress. Strategies such as using open-ended questions were used well to encourage the more able pupils to make as much progress as they should. In the better lessons, good pace and clear success criteria enabled all pupils to make good progress although these features were not apparent in all lessons. Marking of pupils' work is regular and although pupils say they receive good advice on how to improve, this is not always evident in their books.

The leadership and management of the school are satisfactory and the issues from the previous inspection have been satisfactorily addressed. Self-evaluation accurately identifies the strengths and areas for development in the school. Support from the local authority and initiatives to raise standards have been readily accepted and have had a positive impact. There has been a clear focus on improving learning to raise standards. Revised management structures have been introduced to give a wider distribution of responsibility and this has been enthusiastically accepted by staff. This has involved building 'vertical teams' where staff at all levels monitor and develop a subject across all year groups. This is a recent development that is not yet fully embedded. There is, however, evidence that it has already had an impact within the school. Staff are now much more involved, aware of performance data and of which pupils need support. The improved progress pupils are now making as a result of these actions demonstrates that the school has a satisfactory capacity to improve further.

What does the school need to do to improve further?

- Raise standards and ensure good progress for pupils by:
 - improving the effectiveness of teaching in every lesson through consistent pace

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and the use of clear success criteria that pupils understand

- ensuring that the marking of pupils' work consistently gives pupils guidance on how to improve.

- Embed the vertical team structure to enhance the leadership team in driving improvement.

Outcomes for individuals and groups of pupils**3**

All pupils make at least satisfactory progress and all year groups are making similar progress over time. There has been a rapid increase in the progress being made by pupils since September 2009. Achievement is satisfactory, with no significant variations across the areas of the school's work. There are temporary differences in progress made between boys and girls in some year groups but there is no consistent school-wide trend. Pupils with special educational needs and physical disabilities make satisfactory progress overall and often good progress during periods of targeted support. All pupils are satisfactorily prepared for their future well-being because of their secure knowledge of key skills, including information and communication technology, supported by their good personal skills and above average attendance.

Pupils say they enjoy their learning in all subjects because lessons are fun. They particularly like practical activities such as a literacy lesson where they interviewed a hobbit. Pupils work well together and listen to each other's contributions. Their behaviour is good, both in and out of lessons. They say bullying is rare but dealt with effectively by staff. Pupils take care of themselves and each other in all their activities. The school's Healthy School Status reflects that pupils adopt healthy lifestyles by eating healthy food and participating well in sport. They make a good contribution to the school community through the school council and by helping in classrooms. They interact well with the local community through joint activities with other local schools and events where the choir represents the school. Pupils' overall spiritual, moral, social and cultural development is good.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Within the classroom, pupils benefit from satisfactory and improving teaching supported by a satisfactory curriculum. Teachers demonstrate good subject knowledge and skilful classroom management, and are strongly focused on using the recently improved target-setting procedures. Assessment strategies within the classroom are being used but are not yet fully embedded into routines, with variable use of peer assessment. Teachers have very good relationships with pupils and ensure that progress is satisfactory or better in all lessons. Teaching assistants provide effective support throughout the school and this support is well directed to where it is most needed. The curriculum caters for all pupils, including those with special educational needs and/or disabilities. It provides pupils with a grounding in subjects and supports their personal development well. There is a good focus on encouraging healthy lifestyles, and pupils all learn French. The curriculum is supported by visitors; for example, senior citizens coming in to talk about the Second World War. The curriculum is still being developed to fully cater for the mixed age classes. There is a wide range of well-supported clubs and activities.

Well-focused support is given to those who need extra help, including those with special educational needs and/or disabilities. Good procedures are in place to encourage good behaviour and maintain the above average attendance. Transition arrangements with the infant and secondary schools are very effective. Pupils say they are given good information and feel confident about the move. The pastoral care in the school is a real strength, with all staff strongly committed to the concepts of equal opportunities and that every child matters. All aspects of care and health and safety are well addressed.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3

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The effectiveness of care, guidance and support

2

How effective are leadership and management?

Leaders are now well supported in their drive and vision by the revised structure of middle management but there has been insufficient time for this to be fully effective. Recent rapid progress has been achieved through embracing the support from the local authority, which has helped to improve both teaching and leadership. All levels of management are involved in monitoring pupil progress and outcomes through progress reviews. These also identify where additional support is needed, and this is leading to improved teaching and progress. Resources are well managed and satisfactory value for money is demonstrated by pupils making satisfactory progress. The school's good work to promote equal opportunities and avoid discrimination ensures there is no significant underachievement by any groups of pupils. Other initiatives, such as 'Making Good Progress', are helping a number of pupils to reach higher standards.

Governors have a wide range of appropriate skills. A significant number of governors are very active within the school. They currently provide satisfactory support and challenge. They understand what needs to be done in the school and have an effective partnership with the leadership team. The effectiveness with which the school promotes community cohesion is good. Based on an initial audit, senior leaders have a good understanding of the local community and have identified what needs to be done to increase pupils' understanding of the world around them. There are some international links in place, including a partnership with a school in Kenya. There are links with various other communities and faiths through visitors to the school from the national and international community. In some areas, such as with other faiths, pupils' first hand experiences of links are restricted because of the rural location. Pupils clearly understand social and moral issues and the school has been awarded the Rights Respecting School Award. Safeguarding procedures are well developed. All the required checks on adults who work in school have been made and diligently recorded. Some supporting procedures have not been reviewed to support the good practice that is taking place in the school.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2

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The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

The overwhelming majority of parents and carers are very happy with all aspects of the school. A few parents and carers wrote individual supportive comments and a very few had individual concerns which were followed up as part of the inspection process. Several were very complimentary about the support for pupils with special educational needs and/or disabilities. Other parents and carers also identified the music provision as a real strength in the school. A very few thought that bullying was not always dealt with, but inspectors' evidence showed that it was dealt with appropriately.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cam Woodfield Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 77 completed questionnaires by the end of the on-site inspection. In total, there are 153 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	32	42	42	55	2	3	0	0
The school keeps my child safe	40	52	37	48	0	0	0	0
The school informs me about my child's progress	27	35	45	58	3	4	0	0
My child is making enough progress at this school	34	44	38	49	4	5	0	0
The teaching is good at this school	35	45	39	51	3	4	0	0
The school helps me to support my child's learning	29	38	42	55	4	5	0	0
The school helps my child to have a healthy lifestyle	28	36	48	62	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	23	30	44	57	3	4	0	0
The school meets my child's particular needs	28	36	42	55	4	5	0	0
The school deals effectively with unacceptable behaviour	29	38	38	49	5	6	1	1
The school takes account of my suggestions and concerns	20	26	47	61	5	6	1	1
The school is led and managed effectively	31	40	36	47	3	4	1	1
Overall, I am happy with my child's experience at this school	35	45	38	49	2	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



21 January 2010

Dear Pupils

Inspection of Cam Woodfield Junior School, Dursley GL11 6JJ

Thank you for welcoming us and helping us when we came to your school. We really enjoyed visiting you and seeing you learning and playing together. Your school is giving you a satisfactory education. You are making satisfactory progress in your work and are beginning to reach higher standards. There are many things we admired about your school and these are a few of them:

- you have good attendance records
- adults look after you well and ensure that you are kept safe
- you behave well and told us how much you enjoy school
- you have very good relationships with your teachers and with each other
- you have a good understanding of how to keep safe, fit and healthy
- you develop good personal skills for the future, including your understanding of other people around the world
- school leaders work well with other specialists to support your learning and welfare.

There are a few things we have asked the school to do to make it better. They are:

- make sure that you are able to learn at a good pace in all lessons and that you are given clear success criteria
- ensure that marking of your work always gives you advice on how you can improve
- link the vertical teams of staff to the senior leadership team to help the school to improve even more.

You can help by carrying on working hard and helping your teachers.

Yours sincerely

John Horwood

Lead Inspector

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