

# Woodfield Junior School

## Inspection report

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<b>Unique Reference Number</b>	104299
<b>Local Authority</b>	Wolverhampton
<b>Inspection number</b>	354313
<b>Inspection dates</b>	18–19 May 2010
<b>Reporting inspector</b>	Marian Harker HMI

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>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	378
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Paul Goddard Patel
<b>Headteacher</b>	Colin Hocknull
<b>Date of previous school inspection</b>	18 October 2006
<b>School address</b>	Woodfield Avenue Penn Wolverhampton
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## Introduction

This inspection was carried out by two of Her Majesty's Inspectors and one additional inspector. They observed 18 lessons, saw 17 teachers and held meetings with parents, groups of pupils, staff and governors. Inspectors observed the school's work, and looked at documentation relating to self-evaluation, the tracking of pupils' progress, the school improvement plan and the safeguarding of pupils. Inspectors looked at pupils' work and analysed the responses of 77 parental questionnaires, in addition to staff and pupils' questionnaires.

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

how well different groups of pupils achieve as they move through the school

- how well the school gathers and evaluates the views of stakeholders
- the effectiveness of assessment and tracking systems
- how well the school has tackled areas of weakness and strengthened the capacity for further improvement.

## Information about the school

There have been a number of changes in teaching staff since the last inspection including the appointment of five newly qualified teachers. The proportion of pupils known to be eligible for free school meals is 8%. The proportions of pupils from minority ethnic groups or who do not speak English as their first language are much higher than average. The majority of pupils are from Asian British Indian heritage. The school has achieved a number of awards including Artsmark Gold, Active School, Eco-School and has been awarded Healthy School status. The school has formal links with the infant school on the same site. There is a single governing body in place for both schools.

**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

Woodfield is a satisfactory and improving school. Parents are very positive about the school and say such things as, 'The teachers are very caring and willing to go the extra mile to help.' Behaviour is good and pupils have a good understanding of how to keep themselves safe. The curriculum is generally carefully planned to meet the needs and aspirations of the pupils. However, there are not enough planned opportunities for pupils to extend their writing skills in different subjects and this has resulted in lower attainment in writing, particularly for more able pupils. A wide range of extra-curricular and enrichment opportunities are offered, including choir, dodge ball, belly dancing and residential trips. Participation rates are high and this enhances pupils' good personal development.

Pupils join the school with starting points that are broadly average. Most pupils and groups represented within the school make satisfactory progress and their attainment is in line with national averages in English, mathematics and science by the end of Key Stage 2. Some groups make good progress. For example, progress in Year 6 has recently improved as a result of additional support in lessons. Pupils with special educational needs and/or disabilities make satisfactory and sometimes good progress, particularly in reading, due to the individual support they receive. During the inspection the majority teaching was judged to be good, although this has not yet fully impacted on pupils' progress over time. In the best lessons observed, teachers involved the pupils in interesting activities that encouraged them to talk about their work and reflect on their learning. On occasions, teachers were not as focused as they should have been on challenging the more able pupils.

The headteacher provides dedicated leadership which has enabled the whole school community to move forward. He is developing a team with a common purpose, who are beginning to be more involved in monitoring the school's effectiveness. Self-evaluation is secure, but the school improvement plan does not identify clear priorities for improvement or link to accelerating pupils' progress. Teachers receive regular feedback on the quality of their work but guidance for further improvement is not sufficiently clear. The improvements in tracking and assessment since the last inspection, rising attainment in Year 6 and accurate self-evaluation all contribute to a satisfactory capacity to improve further.

## What does the school need to do to improve further?

- – Raise attainment and accelerate progress so that it is consistently good or better, particularly in writing by:

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- increasing the proportion of lessons that are good or better
- increasing opportunities for writing across the curriculum
- providing more opportunities for pupils to assess and reflect on their own learning
- providing greater challenge for more able pupils.
- Identify very clear priorities for school improvement by:
  - developing leadership expertise across the school
  - improving the quality of school improvement planning so it includes clear objectives, measurable milestones and is linked to raising attainment and accelerating progress
  - ensuring that teachers are given clear guidance on how to improve the quality of their work.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection

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

The very large majority of pupils report that they enjoy coming to school. As a result, attendance is above average and punctuality is good. Pupils typically report that they are proud of their school, they feel safe and there is a strong sense of community. They are very polite, considerate and caring towards each other. For example, older pupils help in the infant school at lunchtime. There are many opportunities for pupils to contribute to the school community through peer mentoring, buddying, monitoring duties or being elected to the active school council. Pupils have a good understanding of how to keep themselves healthy. Regular work in the school garden where pupils grow vegetables and learn to look after the environment further enhances their understanding of a healthy lifestyle.

The large majority of pupils make the expected progress in reading, writing and mathematics as they move through the school. Progress in reading is often stronger due to small group work and intensive support received by pupils. Recent initiatives to improve pupils' achievement in writing are beginning to impact, particularly in Year 6, but this is not yet consistent across the school. The proportion of pupils achieving the higher levels in the national tests in 2009 was lower than average. The most recent school data and lesson observations indicate that this has improved to broadly average but opportunities are often missed by teachers to challenge more able pupils in lessons. Although there are some slight variations, boys and girls generally achieve average standards, as do pupils from minority ethnic groups.

In lessons pupils get on very well together and collaborate happily in pairs and groups. They have a positive attitude to learning and sustain their concentration well. In the best lessons observed, pupils enjoyed opportunities to discuss their learning, participated in practical activities and made their own assessments about how well they

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had done. Routines are well established in classrooms and respected by the pupils. As a result of recent improvements in the provision for information, communication and technology (ICT) pupils are developing secure skills that help them prepare well for the future.

Pupils have a clear understanding of right and wrong and they are considerate of each other's needs. The strong community ethos permeates all aspects of school life and contributes to pupils' good social and moral development. During the inspection pupils were observed gasping with amazement at a life size template of the world's tallest man during a mathematics lesson. Racial harmony and tolerance are key strengths of the school and this supports good cultural development.

*These are the grades for pupils' outcomes*

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

**How effective is the provision?**

Lessons are well planned using up to date assessment information. In the best examples, activities are clearly planned to meet the needs of different groups of pupils, particularly the more able. Teachers use technology with confidence to make learning interesting. In the strongest lessons observed, teachers used carefully selected

<sup>1</sup> 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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questions to move on pupils' learning or encouraged them to assess their own progress. This good practice is not yet consistent across the school. Work is regularly marked with positive comments but does not always make it clear how pupils can further improve their work.

The curriculum has a good balance and breadth across subjects. Pupils are given regular opportunities to apply skills they have learned in lessons. For example, the 'news team' are able to extend their writing skills through publishing the school newspaper. Many pupils have the opportunity to look after the school chickens and garden, contributing positively to their personal development and well-being. Opportunities to develop ICT and writing skills across different curriculum areas are at an early stage of development. Care, guidance and support are strong features of the school's work and have improved since the last inspection. This is further endorsed by the positive response in the very large majority of parents' questionnaires. Support for pupils who are potentially vulnerable is diligent. Pupils feel very well cared for and this contributes to their strong personal development.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher is guiding the senior team towards building a stronger capacity to make the necessary improvements. Leaders and managers at all levels have attended appropriate training and this has enhanced their contribution to school improvement. However, more work remains to be done to clarify school improvement priorities through the school improvement plan and feedback given to teachers in order to improve their performance. Since the last inspection the school has developed a robust system for assessing and tracking pupils' progress, as well as specific groups of pupils. Governors have a clear understanding of their roles and responsibilities. They are very knowledgeable about the work of the school and influential in securing improvements. The headteacher and governing body have developed secure systems to ensure the safety and well-being of pupils. The wide range of ethnicities and faiths in the school are regularly celebrated and the school seeks to engage with communities further afield, promoting satisfactory community cohesion. School leaders and the governing body actively promote equality and tackle discrimination. The performance of different groups of pupils is carefully tracked and action taken to remedy any areas of concern. The school works well with a wide range of partners to enhance the curriculum and

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well-being of the pupils. For example, links with the infant school are strong. Pupils and their parents typically report that they felt very well supported when they joined the junior school. The school regularly seeks the views of parents and acts quickly to address any areas of concern. Responses from parents who completed the questionnaire have indicated they would value more opportunities to contribute to the work of the school. The large numbers of parents who wish to join the governing body is testament to this positive engagement.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

**Views of parents and carers**

The large majority of questionnaire returns were positive and parents believe that the school supports and cares for their children very well, inspectors agree. Parents typically report: 'My child's experience at Woodfield has been happy.' Nearly all parents are pleased with the progress their children are making. Most parents believe, as inspectors do, that pupils behave well and that teachers really care about their children, families and the community. Some parents would like the school to focus more on pupils of higher ability as they believe that these pupils could be doing better. Inspectors have also judged that this is an aspect that the school should address.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at 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 378 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	38	44	57	1	2	0	0
The school keeps my child safe	35	45	41	53	0	0	0	0
The school informs me about my child's progress	20	26	52	68	5	8	0	0
My child is making enough progress at this school	26	34	42	55	7	11	1	2
The teaching is good at this school	30	39	44	57	3	5	0	0
The school helps me to support my child's learning	19	25	50	65	6	9	1	2
The school helps my child to have a healthy lifestyle	26	34	47	61	2	3	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)	24	31	43	56	4	6	2	3
The school meets my child's particular needs	15	19	51	66	5	8	2	3
The school deals effectively with unacceptable behaviour	16	21	51	66	8	13	0	0
The school takes account of my suggestions and concerns	16	21	45	58	5	8	1	2
The school is led and managed effectively	21	27	49	64	4	6	0	0
Overall, I am happy with my child's experience at this school	33	43	38	49	5	8	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



20 May 2010

Dear Pupils

Inspection of Woodfield Junior School, Wolverhampton, WV4 4AG

Thank you so much for your warm welcome when we visited your school this week. We thought you would like to know the outcome of the inspection and what we thought the school could do to become even better.

You go to a happy, caring school that is satisfactory and improving.

Your behaviour is good and you have a good understanding of how to keep yourselves healthy and safe.

You have many opportunities to take on positions of responsibility and contribute to the life of the school and your community.

Your headteacher leads the school well.

In order to make your school even better, we have asked your headteacher, senior staff and governors to do the following things.

Make sure you all do as well as you can in all subjects, but particularly in writing and those pupils who are more able.

Ensure you have more opportunities to practice your writing in different subjects.

Ensure all your lessons are good, and you are given opportunities to check your own work.

Make sure all leaders help the school by having a plan with clear targets for improvements.

Make sure all the teachers are given advice on how to improve their lessons.

Thank you for your comments on the pupil questionnaire. We noted that a few of you believe behaviour could be improved. We were impressed with your good behaviour during the inspection. I am sure you will continue to help the school by always showing consideration towards each other.

Yours sincerely

Marian Harker

Her Majesty's Inspector

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