

# Wirksworth Junior School

## Inspection report

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<b>Unique Reference Number</b>	112652
<b>Local Authority</b>	Derbyshire
<b>Inspection number</b>	337982
<b>Inspection dates</b>	6–7 October 2009
<b>Reporting inspector</b>	John Paddick

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 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>	166
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Gisela Vidal
<b>Headteacher</b>	James William Hawley
<b>Date of previous school inspection</b>	3 April 2007
<b>School address</b>	Wash Green Wirksworth Matlock
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 10 lessons, and held meetings with the headteacher, the chair of governors, staff, pupils and local authority officers. They observed the school's work, and looked at samples of pupils' exercise books, files for pupils with special educational needs and the school's monitoring records and development plan. Inspectors analysed 44 questionnaires returned by parents, together with 17 from staff and 87 from pupils.

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

- Current standards throughout the school for all groups of pupils in English and mathematics
- The quality of provision for the school's lower attaining pupils
- The quality of the target setting and assessment arrangements
- Effectiveness of leadership and management at all levels to ensure that the previous slippage in standards is being rectified.

## Information about the school

Wirksworth Junior School is of average size and draws most of its pupils from a nearby infants' school. Pupils' attainment on entry in Year 3 is broadly average. Almost all pupils are of White British heritage. There are few from minority ethnic groups and none at an early stage of learning English. More than a quarter of the school's pupils have special educational needs and/or disabilities, which is above average. The school holds the Activemark and Health Promoting Schools Awards. There have been a considerable number of staff changes since the previous inspection.

**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?**

**4**

**The school's capacity for sustained improvement**

**4**

## Main findings

In accordance with section 13(3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing and governing the school are not demonstrating the capacity to secure the necessary improvement.

Pupils do not make enough progress because there are considerable weaknesses in teaching, learning, assessment and leadership and management. Current standards in school have slipped from average on entry to Year 3 to below average in Years 5 and 6. There are substantial weaknesses in writing, where handwriting, spelling and sentence construction are weak. In mathematics, pupils' number work is not as advanced as it should be. Year 6 national test results in 2008 and 2009 were too low following a decline from the satisfactory levels of 2007. Governors' targets, which were appropriately challenging, were not met. Consequently pupils' achievement is unsatisfactory.

Current standards are too low because leaders and managers at all levels have not monitored what is going on in the classroom with sufficient frequency or rigour. Slippage has occurred because teaching is inadequate and underachievement has not been tackled in time. Teaching is not good enough to close the gap between where many pupils are in their learning and where they should be. Nevertheless, pupils say they enjoy school and like their teachers. They are positive about the school and the range of lessons and activities it provides. They behave well and are keen to learn. The atmosphere in lessons is conducive to learning because pupils are settled and relate well to each other and to the teachers and classroom assistants. Teaching does have some good features but not enough of them and too many aspects of assessment are weak, for example the marking of pupils' work. Provision for pupils' personal development is effective in ensuring that they acquire a satisfactory range of personal skills. Partnerships with other providers in the community help towards this by providing extra experiences and opportunities for pupils to take responsibility.

Arrangements for the safeguarding of pupils are inadequate because the information kept about the adults who work with them is incomplete. In most other respects, arrangements to promote the welfare of pupils are satisfactory. Pupils confirm that there is always help on hand when they need it. Provision for the development of community cohesion is unsatisfactory. There is no coherent planning for this aspect of the school's work. Actions are ad hoc and there is no system for evaluating impact.

Value for money is unsatisfactory because the school does not ensure that its pupils

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achieve well enough between Years 3 and 6. The quality of provision has declined since the previous inspection when it was satisfactory. This is because leadership and management are not effective enough. The school does not have the capacity to ensure that pupils consistently achieve as well as they should.

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

- Ensure that pupils consistently reach standards which are commensurate with their capabilities and starting points in writing and mathematics by:
  - providing more opportunities for extended writing
  - concentrating more on spelling
  - extending vocabulary by providing a greater range of writing experiences
  - ensuring that pupils master the topics they study in mathematics before moving on
  - setting different work to match the requirements of all of the pupils in the class
  - using exemplar materials in English and mathematics to show pupils what work at the next level looks like.
- Improve leadership and management at all levels to maintain a relentless and effective focus on increasing the rate of pupils' progress by:
  - rigorously monitoring what is happening in the classroom
  - analysing what needs to improve, producing a clear list of priorities for development and ensuring that effective action is taken to bring about improvement.
- Strengthen assessment procedures by:
  - improving marking so that it gives more indication to pupils about what they need to do to move to the next level
  - providing a much better link between the work pupils are doing and their targets.
- Ensure that the current government regulations for safeguarding are fully met by December 2009.

## Outcomes for individuals and groups of pupils

**4**

Pupils' attainment is low and their achievement is inadequate because they do not make enough progress in their four years in the school. Pupils join Year 3 with broadly average attainment, but current school data show that these standards are not being maintained in some year groups in English and mathematics, particularly in Year 5. Almost all pupils underachieve, including those with learning difficulties and/or disabilities. The exceptions are the small numbers of pupils with the very greatest levels of need. They achieve satisfactorily as a result of the quality of support that they receive. National test results at the end of Year 6 are lower than they should be for all

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groups of pupils. Although the 2007 results in English, mathematics and science were broadly average, there was a decline in 2008 and 2009, caused by a considerable dip in English. Writing has been the main weakness. Nevertheless, pupils enjoy their work in class and most sustain concentration when left to work on their own or in pairs. They are keen to succeed and cooperate well with their teachers and classroom assistants. As at the time of the previous inspection, classroom observations show that some lower attaining pupils make rather slow progress because they are not always adequately provided for. There is also evidence of underachievement from higher attaining pupils for the same reason. Consequently, although pupils enjoy school, they do not achieve well enough.

Pupils say that they feel safe in school. Their behaviour is good and they relate well to each other and to the staff. Attendance is satisfactory. Pupils' understanding of healthy lifestyles is good so they make an effort to eat food which is good for them and exercise regularly through sports clubs in school and in the locality. Spiritual, moral, social and cultural development is satisfactory. Pupils have a satisfactory and developing knowledge of a variety of cultures, but limited direct experiences to extend their understanding by learning alongside children from different cultural and ethnic groups. The school council gives pupils a worthwhile opportunity to take responsibility in terms of organisation of events, purchase of equipment and fundraising for charity. Older pupils benefit from the opportunities provided for leading sports activities and helping to look after the younger children in the playground.

*These are the grades for pupils' outcomes*

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

<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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<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

### How effective is the provision?

The quality of the school's provision for its pupils is inadequate because it does not ensure that enough of them make the progress that they should. Teaching is unsatisfactory because it is not of a high enough quality to ensure that at least average standards are maintained. Although much of the teaching observed during the inspection was broadly satisfactory, it is clear that there is not enough good teaching to close the gap between pupils' current below average standards and where they should actually be. Teachers generate a productive classroom atmosphere, employ a satisfactory range of techniques and explain topics clearly for many pupils. They ensure that classrooms are cheerful places for children to be taught. However, the pace of learning is often too slow for pupils of all levels of ability, including those with learning difficulties and/or disabilities, as the work is not well matched to their needs. Teachers are good at getting the pupils to listen and answer questions but there is often a tendency to dominate proceedings for too long before allowing the pupils to settle down to work themselves. Vital aspects of assessment are weak. For example, pupils' main academic targets do not have a high enough profile in the classroom and there is insufficient regular advice on how to move securely up to the next level. Marking is unsatisfactory because it is of variable quality and sometimes non-existent. It does not challenge pupils sufficiently. Frequently, it does not pick up important errors and key spelling mistakes.

The curriculum is unsatisfactory. Although it is broad and meets all National Curriculum requirements, it does not adequately cater for pupils of all levels of attainment. In the core subjects of English, mathematics and science it does cover the usual range of topics for Years 3 to 6 but teachers do not provide a suitable range of activities to meet the needs of all pupils. Slippage from targets occurs because the school does not have a sufficiently strong focus on ensuring that all pupils are actually making enough progress and that at least average standards are being maintained throughout the school. Pupils enjoy and benefit from the satisfactory range of extra-curricular activities, especially computing and sport. Pastoral care is effective and most of the arrangements for ensuring pupils' welfare are satisfactory. Personal support is always available when children need it. However, care guidance and support is unsatisfactory overall because safeguarding is inadequate.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>4</b>
Taking into account: The use of assessment to support learning	4

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>4</b>
<b>The effectiveness of care, guidance and support</b>	<b>4</b>

## How effective are leadership and management?

Leadership and management are inadequate because they are not having a sufficiently effective influence on the quality of teaching or ensuring that all pupils are making at least satisfactory progress. Weak monitoring of progress in class by managers at all levels means that, by the time the tracking system picks up that pupils are underachieving, it is beyond the current resources of the school to put matters right. The school's senior team and staff know what needs to be done but development plans do not include sufficiently robust systems for driving improvement.

Governance is satisfactory and improving under the leadership of the recently appointed chair. Governors are becoming more probing and have started to monitor the school's work with increasing vigour. They know that recent assessment information and national test results are not good enough and have taken steps to ensure that there is increasing staff accountability for them.

All pupils have access to all activities and they are treated well and with respect. They have all been involved in the formation of the most recent development plan. However, the promotion of equal opportunity is inadequate as the school does not have sufficiently rigorous systems to improve the achievement of all groups of pupils. There is a satisfactory partnership with parents and carers. They have also had an opportunity to contribute to planning and the vast majority say that they are happy with what the school provides for their children. There is an adequate range of links with other establishments, for example infant schools, where pupils help young children, and visits of an educational nature. These links extend pupils' experiences outside school and support their personal development.

Arrangements for the safeguarding of pupils are inadequate because the records relating to adults who have access to pupils are incomplete. In most other respects, for example health and safety, the arrangements are satisfactory. Promotion of community cohesion is unsatisfactory. Although some progress has been made, there is no plan for this aspect of the school's work and no evaluation of its impact.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b> Taking into account: The leadership and management of teaching and learning	<b>4</b>
	<b>4</b>
<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>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>



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<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>4</b>
<b>The effectiveness of safeguarding procedures</b>	<b>4</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>4</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>4</b>

## Views of parents and carers

Parents and carers have positive views about the standard of education provided by the school. In some respects inspectors agree. For example, pupils are happy in school, unacceptable behaviour is effectively challenged and pupils are encouraged to develop a healthy lifestyle. However, parents' views about standards, teaching and the amount of progress pupils are making are far more positive than inspectors actually found to be the case. A few parents did have concerns about leadership and management, and the challenging of unacceptable behaviour. Inspectors share the concerns about leadership and management but they found that the school's leaders are effective in encouraging good behaviour.

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

Ofsted invited all the registered parents and carers of pupils registered at Wirksworth 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 44 completed questionnaires by the end of the on-site inspection. In total, there are 166 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	64	16	36	0	0	0	0
The school keeps my child safe	30	68	12	27	1	2	0	0
The school informs me about my child's progress	10	23	29	66	2	5	0	0
My child is making enough progress at this school	22	50	18	41	1	2	0	0
The teaching is good at this school	21	48	22	50	0	0	0	0
The school helps me to support my child's learning	16	36	25	57	2	5	0	0
The school helps my child to have a healthy lifestyle	13	30	27	61	3	7	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)	17	39	21	48	1	2	0	0
The school meets my child's particular needs	18	41	23	52	0	0	0	0
The school deals effectively with unacceptable behaviour	15	34	22	50	2	5	0	0
The school takes account of my suggestions and concerns	11	25	28	64	1	2	0	0
The school is led and managed effectively	15	34	22	50	1	2	1	2
Overall, I am happy with my child's experience at this school	23	52	21	48	0	0	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	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"><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.**



8 October 2009

Dear Pupils,

Inspection of Wirksworth Junior School, Wirksworth, DE4 4FD

Thank you very much for the welcome you gave me and my colleagues when we came to inspect your school. We were impressed by the polite way that you spoke to us in lessons, in interviews and around school. A particular thank you goes to the members of the school council who were so keen to tell us about their work.

It is obvious that most of you enjoy coming to school but unfortunately standards are too low and not enough of you are making the progress that you should, especially in writing and number work. This means that the school is not doing as well as it should and requires what inspectors call special measures. We judged that, although the school has several effective features, there is a lot for the senior staff to put right. There will now be more visits from inspectors to check that things are improving quickly.

We have asked your headteacher, the staff and governors to do four things to improve the school. These are to:

- ensure that your writing and number work improve
- improve the way that your progress is checked and put better systems in place to make sure that you don't fall behind
- make it clear how the standard of your work compares to the National Curriculum targets you have been set
- complete the paper records on all of the adults who work with you in school.

We know that you are keen to learn and that you behave well in class. We are delighted to note the way that you like to take responsibility for charity work and younger children. This is something that the school can really build upon.

I wish you every success for the future.

Yours sincerely

John Paddick

Lead inspector

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