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18 November 2010

Mr Justin Mash
Woodbridge Junior School
Grange Street
Alfreton
Derbyshire
DE55 7JA

Dear Mr Mash

Ofsted monitoring of Grade 3 schools: monitoring inspection of Woodbridge Junior School

Thank you for the help which you and your staff gave when I inspected your school on Wednesday 17 November 2010, for the time you gave to our phone discussions and for the information which you provided before and during my visit. Please pass on my thanks to the staff and Chair of Governors for their time and courtesy. I would like to particularly thank the pupils for the enjoyable time I spent talking with them.

Since the school's last inspection, there have been no significant contextual changes.

As a result of the inspection on 12 December 2008 the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school has made satisfactory progress in making improvements and satisfactory progress in demonstrating a better capacity for sustained improvement.

My visits to a sample of lessons confirm that the school's analysis of information on pupils' performance is accurate and shows that progress in both English and mathematics is improving. At end of Key Stage 2 in 2010, attainment was above average in English and broadly average in mathematics. This represents a rise from the previous three years, where overall attainment has been low compared to national averages. Given the severe legacy of underachievement for many of those pupils, the school has supported them as well as could be expected in making accelerated progress and in ensuring that any gaps in their learning have been addressed.



These improvements are as a direct result of the strenuous effort made by the school to improve pupils' basic skills. Both external and internal professional development has been used to help teachers improve the pace and challenge of lessons. However, although there is more teaching now that is of good quality, this is not consistent and overall, teaching remains satisfactory. Pupils enjoy lessons where teaching is focused and purposeful, and where they can play an active part in their learning. In some lessons, teachers bring learning to life through role-play, real-life problem solving and good use of information and communication technology. However, too often independent work is not well matched to pupils' learning needs and pupils of differing abilities are set the same work. Teachers are not yet using assessment information well enough to inform their planning to identify precise criteria for all groups of pupils to achieve. This means that progress, while satisfactory and sometimes good, is often limited. Pupils are proud of their work and keen to show what they can do. They are hard working and well behaved.

Following a number of years where the school has experienced significant staffing turbulence, it is now in a period of relative stability. The headteacher is well supported by all staff and together they are successfully encouraging a culture of high expectation and challenge. In this smaller than average-sized school, all staff have responsibilities for designated areas of the curriculum which involves monitoring of standards, identifying improvements and devising subject action plans to inform whole school improvement planning. Improved systems for tracking and monitoring pupil progress, as well as the monitoring of teaching, have been put in place since the last inspection. These are beginning to ensure greater accountability but there is still much to be done, particularly in ensuring that all groups of pupils make good progress in mathematics.

The school implemented a revised safeguarding policy in March of this year. This document is well devised and meets all current requirements. All staff and members of the governing body are familiar with the policy and governors are robustly monitoring its implementation to ensure that practice reflects policy.

The governing body has a good understanding of the school's strengths and areas for improvement. Governors support the school well and understand the challenges it faces.

Reports show that the school benefits from the challenge and support received from the regular visits made by the local authority and the school improvement partner.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Dorothy Bathgate
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in December 2008.

- Accelerate progress in mathematics, ensuring that teachers fill any gaps in pupils' previous learning.
- Ensure that the moves to improve teaching and learning result in a greater proportion of lessons that are good or outstanding.
- Ensure that all teachers monitor standards and provision rigorously in their areas of responsibility.
- Review the policy for child protection to retain all necessary detail, but make it more concise and accessible to staff and governors.