

Wenlock CofE Junior School

Inspection report

Unique Reference Number	109633
Local Authority	Luton
Inspection number	356591
Inspection dates	9–10 March 2011
Reporting inspector	Heather Weston

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

Type of school	Junior
School category	Voluntary aided
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	306
Appropriate authority	The governing body
Chair	Peter Budgell
Headteacher	Barbara Campbell
Date of previous school inspection	21 January 2008
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Introduction

This inspection was carried out by three additional inspectors. They observed 14 lessons and saw 14 teachers. Inspectors held meetings with staff, pupils, parents and carers and the Chair of the Governing Body. Inspectors observed the school's work and looked at a range of documentation including the school's plans for improvement, assessment information, lesson plans, the school's monitoring information, minutes of governing body meetings, school policies and 118 questionnaires from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well pupils make progress in writing and mathematics, particularly higher attaining pupils, boys and pupils with special educational needs and/or disabilities.
- How well pupils from different ethnic backgrounds make progress, particularly those from mixed White and Black Caribbean and Black Caribbean backgrounds.
- How effectively teachers use assessment information to plan lessons that meet pupils' differing learning needs.
- How effectively leaders use information from their monitoring of provision to drive improvement in the quality of teaching.

Information about the school

Wenlock Junior is larger than the majority of primary schools. Half the pupils are from minority ethnic backgrounds, mainly from Asian, Caribbean or African backgrounds and a third speak English as an additional language. The proportion of pupils known to be eligible for free school meals is well above the national average. The proportion with special educational needs and/or disabilities is average, with an average proportion having a statement of special educational needs. Since the last inspection, the school has experienced a considerable turnover of staff, largely as a result of the significant increase in pupil numbers just prior to that inspection. The adjoining Crawley Green Pre-School is not managed by the governing body so is inspected separately.

The school has National Healthy School status and Investors in People status.

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?

2

The school's capacity for sustained improvement

2

Main findings

Wenlock Junior is a good school. The headteacher is passionate in the belief that not only should the school should be a thriving harmonious community, but also one that plays a part in building a more cohesive society. Pupils have real opportunity to mix and learn with, from and about others from different backgrounds. All leaders reflect the headteacher's and equally dedicated deputy headteacher's ambitions that all pupils should succeed. This belief in equity lies at the heart of everything the school does and all staff are fully committed to removing any barriers pupils may have to their learning or their full participation in school life.

To quote one member of staff, 'the school has come through some tough challenges and now has settled staff and hard working pupils.' Rigorous action taken since the last inspection, the result of robust monitoring and incisive evaluation, has meant that outcomes are now strongly improving. This is due to improved teaching, an improved curriculum and improved leadership and management. Behaviour has also improved and is good around the school and in lessons. Pupils are polite, well mannered and considerate to each other and to adults. Attainment, although still average, has improved continually over the last three years. Pupils' progress is now rapidly improving due to good provision and now all groups are making good progress, with a significant number of pupils making outstanding progress. The school is clearly demonstrating its good capacity to improve.

Arrangements for care, guidance and support are good. Data is used highly effectively to identify those pupils in need of support. This is imaginative, well planned and personalised to individual pupils' needs. The creative curriculum, developed last year, is proving successful in motivating pupils and they engage well in their learning. They produce a good quantity of work, which is of good quality in terms of accuracy, grammar and punctuation, but too little attention has been paid to ensuring pupils write with neat, well-formed joined handwriting. Pupils use their key literacy skills well in their literacy work, but not in other subjects. This is because these skills are not being taught within a meaningful context and too much time is being spent at repetitive tasks. In addition, not all areas of the curriculum have been encompassed within the creative curriculum, thus reducing its impact.

Pupils are given a good range of opportunities in school to take responsibility, for example, as school counsellors and mentors. They have a good awareness of issues facing their local area and are proud to wear the 'Luton in Harmony' badges. Many have signed the pledges in their classrooms. There is an active school council but at present this is led by staff. Pupils themselves are not making decisions to drive school improvement or in relation to the wider community beyond that of the school. They have not been sufficiently empowered to develop leadership skills or to become independent learners sharing responsibility for their learning.

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What does the school need to do to improve further?

- Further develop the curriculum by:
 - ensuring that the creative curriculum takes every opportunity for the teaching of key skills
 - extending the creative curriculum so it encompasses more subjects
 - enabling pupils to have greater independence and opportunities to take leadership responsibility
 - re-allocating the use of curriculum time to balance the teaching of key skills and avoid repetitive tasks.
 - Improving the quality of handwriting.

Outcomes for individuals and groups of pupils

2

Pupils' attainment on joining the school is broadly average. School attainment data demonstrates that standards, having risen over the last two years, have risen further this year. This data indicates strongly that pupils are on track to reach above average standards next year. Analysis of results shows that rates of progress improved in 2009. School data shows strong improvement this year in rates of progress for all groups of pupils throughout the school. This includes boys, pupils from minority ethnic backgrounds, those with special educational needs and/or disabilities and more-able pupils, with considerable numbers from all groups now making outstanding progress. There is no inadequate progress, which is due to good teaching, the very careful tracking of pupils' progress, effective intervention and rigorous evaluation of impact. A review of current pupils' work confirms rising standards and good rates of progress. Pupils have positive attitudes to their learning, engage well and are attentive in lessons. They enjoy the interesting activities planned by teachers, such as the opportunity to 'hot seat', that is take the role of a character in a story and answer questions in role. They are keen to contribute in lessons and respond readily to any task given.

Pupils feel safe in school, and have confidence that any issues, including bullying, will be dealt with well by adults. Pupils understand safe practice, and have an accurate perception of their own safety. They show a good knowledge of healthy lifestyles, including the need for exercise. Participation in the wide range of out of school physical activities is high. Pupils have a sound understanding of healthy eating, but they understand that it is also important to have some treats! Older pupils demonstrate a good awareness of the dangers of, for example, smoking and drugs. The school provides many opportunities to promote pupils' spiritual and cultural development, such as the 'Faith Tour', links with the local church, visits to other religious centres and visits from religious leaders. Pupils work well together and demonstrate good moral and social development, for example by asking relevant insightful questions about their world. Attendance is above average, reflecting both pupils' enjoyment of school, the rigorous monitoring of attendance and action taken to continually improve attendance levels. However, as pupils do not as yet apply their basic skills across the whole curriculum, their workplace skills are not yet good.

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

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
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

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

How effective is the provision?

Pupils benefit from memorable experiences and rich opportunities for learning through the creative curriculum. Within lessons, teachers' strong subject knowledge mostly enthuses and motivates pupils, particularly when activities are interesting. For example, in one lesson no opportunity to measure area, within the classroom or the locality, was overlooked. Activities such as the teaching of key skills are more mundane. Teachers' questioning is frequently skilled in enabling pupils to deepen their understanding and most teachers are skilful in addressing misconceptions during lessons. Teaching assistants work with groups of pupils and impact positively on their progress. Teachers use assessment data well to match learning to pupils' needs, and planning ensures that lessons are linked to pupils' previous learning and lead them effectively to the next stage. Marking promotes good progress. Pupils are provided with detailed feedback, and often have a written dialogue with the teacher which improves their learning. They know how well they are doing and what they need to do to improve their work. They can discuss their targets and, especially in literacy, know how to reach them.

Care, guidance and support for pupils are well orchestrated, creative and effective. Arrangements include a nurture group for those in need of personal or learning support, targeted support for sports activities, one-to-one and group support. Staff give of their best to support pupils and families and have created good links with external agencies. Good transition arrangements are established for pupils with special educational needs

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and/or disabilities, those who speak English as an additional language and those with other particular needs. Families have the opportunity to join a range of out of school activities, including family learning, coffee mornings and a weekly 'Dads' club.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher has a strong vision for the school; her ambition for a fully inclusive, cohesive school is transparent as is her focus on continual improvement. She and her deputy provide senior and middle leaders with a leadership model which embeds accountability but which also provides strong scaffolding and support to develop their leadership skills. All staff are aware of their own responsibility for improving pupils outcomes, but are equally well supported in terms of their development. The analysis of data is rigorous and regular, the monitoring of outcomes and provision is robust and evaluation is accurate. Leaders at all levels are involved in this process and as a result, improvement planning is successful. The ethos of the school is very purposeful and positive. All groups of staff are enthusiastic and show a real will to improve their practice.

The governing body has a good understanding of the strengths of the school and of areas for improvement. Governors are actively involved in monitoring and evaluating the work of the school through governor visits, through their links with specific leaders and through perceptive and challenging questioning at meetings. The governing body has a strong understanding of the school's context and works in partnership with the school to promote inclusivity. The school's relationship with parents and carers has improved. Effective communication is in place through newsletters, the school's web-site and through the texting service. The support given by the inclusion team is a particular strength. The publication of the 'Governors Gazette' to promote partnerships with parents and carers has strengthened relationships. A wide range of partnerships, for example with local schools, community groups and the church extend and enhance provision well and have a positive impact on pupils' learning. Safeguarding arrangements are good. Recommended good practice has been adopted in all areas. Staff training is systematic and ensures all staff have the required knowledge and skills.

Equality and diversity are at the heart of the work of the school, which knows its pupils well. The curriculum is personalised to meet the needs of pupils, for example those who have been ill are given support to catch up. As a result of rigorous monitoring and stringent action, the good progress of all groups is beginning to be sustained. The school works hard to promote an understanding and valuing of cultural and personal differences. It is vigilant in identifying issues and overcoming barriers, for staff as well as for pupils.

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The school has researched the promotion of community cohesion thoroughly. Attention has been paid to providing opportunities for pupils to gain an understanding of diverse faiths and cultures. Community Cohesion is highly intrinsic in school practice. This aspect is very good in relation to the school community and the school is working effectively to promote relationships with the local community. Pupils are involved in activities with schools locally and nationally, and have links with a school in Norway.

These are the grades for leadership and management

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

Views of parents and carers

The overwhelming majority of parents and carers say their children enjoy school. Most responses demonstrate that parents and carers are happy with all aspects of provision. However, a few feel that the school does not deal effectively with unacceptable behaviour. The inspection team investigated this issue thoroughly but found that behaviour is good in and around the school, that the school manages behaviour well, including unacceptable behaviour, and that staff have high expectations regarding pupil behaviour.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wenlock CofE 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 118 completed questionnaires by the end of the on-site inspection. In total, there are 306 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	52	44	63	53	2	2	0	0
The school keeps my child safe	55	47	59	50	2	2	0	0
My school informs me about my child's progress	41	35	72	61	2	2	1	1
My child is making enough progress at this school	40	34	69	58	6	5	1	1
The teaching is good at this school	43	36	67	57	4	3	0	0
The school helps me to support my child's learning	36	31	72	61	9	8	1	1
The school helps my child to have a healthy lifestyle	39	33	68	58	11	9	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)	41	35	67	57	7	6	0	0
The school meets my child's particular needs	38	32	72	61	5	4	0	0
The school deals effectively with unacceptable behaviour	35	30	66	56	14	12	1	1
The school takes account of my suggestions and concerns	26	22	81	69	9	8	0	0
The school is led and managed effectively	38	32	70	59	5	4	2	2
Overall, I am happy with my child's experience at this school	49	42	59	50	7	6	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 all 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



11 March 2011

Dear Pupils

Inspection of Wenlock CofE Junior School, Luton, LU2 0RW

Thank you for making us so welcome when we visited your school. We were very impressed by your behaviour and your politeness. We were also impressed by the way you work so hard and the amount of work you produce. You told us that you enjoy coming to school and that you feel safe at school. It was clear that you have a good understanding of how to keep yourselves safe and healthy. We think you go to a good school, which is improving all the time.

To help the school get even better, we have asked the headteacher to make sure that the creative curriculum includes all subject areas. We have asked her to adjust timetabling arrangements so that you have more time to practice the key skills of literacy and numeracy within the creative curriculum. Another thing we have asked her to do is to make sure that all of you write with well-formed, joined handwriting as your handwriting could be better. You can help by making sure that you always demonstrate your skills in all your work and by using your best handwriting in all your lessons, not only when you are practising handwriting!

We have also asked your headteacher to make sure that you are able to develop your leadership skills, for example in lessons, and in the work of the school council. You can help with this by showing how responsible you can be when you are given these opportunities.

We wish you all the best for the future.

Yours sincerely

Heather Weston

Lead inspector

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