

Woodlands Junior School

Inspection report

Unique Reference Number	118448
Local Authority	Kent
Inspection number	363887
Inspection dates	23–24 May 2011
Reporting inspector	John Anthony

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	374
Appropriate authority	The governing body
Chair	Lorraine Young
Headteacher	Mary Priestley
Date of previous school inspection	22 January 2008
School address	Hunt Road Tonbridge TN10 4BB
Telephone number	01732355577
Fax number	01732355147
Email address	office@woodlands-junior.kent.sch.uk

Age group	7–11
Inspection dates	23–24 May 2011
Inspection number	363887

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by three additional inspectors. They observed 22 lessons taught by 15 teachers. Meetings were held with the senior leadership team, representatives of the governing body, pupils and some parents and carers. The inspectors observed the school's work and looked at documentation relating to safeguarding and child protection, pupils' work and school improvement planning. They analysed the 142 questionnaires returned by parents and carers, and those returned by staff and pupils.

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

- The progress of pupils, especially those with special educational needs and/or disabilities, the most-able pupils, and those learning English as an additional language.
- How well the school is ensuring that the quality of teaching and learning is of a consistently high quality in all year groups.
- The extent to which the guidance given to pupils helps them to improve their learning and wider personal development.
- The effectiveness of procedures to deal with any form of bullying.

Information about the school

This is a larger-than-average school. Most pupils are from White British heritages, with a few coming from a range of minority ethnic heritages. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils with special educational needs and/or disabilities is average. In mathematics, pupils in all year groups are taught in ability groups (sets). A breakfast club operates from the school but is not managed by the governing body and so was not part of this inspection. The school has been awarded Activemark 2008, Healthy School, Investors in People, ICT Mark and Eco-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?**1****The school's capacity for sustained improvement****1**

Main findings

This is an outstanding school, inspired by dynamic leadership which has developed a vibrant and optimistic learning environment in which pupils can thrive. This school gives outstanding value for money because pupils are exceptionally well prepared both academically and socially for their transfer to secondary school.

The vision of the headteacher has been instrumental in shaping the direction of the school, bonding senior leaders into a cohesive and effective team, and engaging the skills of all staff to share the drive for improvement. They are well supported by the governing body, and leadership is much enhanced by the outstanding links with other professionals and outside agencies.

The school is permeated with enthusiastic staff and pupils. This is seen in the willingness of the pupils to learn, and when combined with the good teaching and learning, has led to their outstanding overall achievement. The school has very successfully maintained very high levels of attainment for the last three years. Pupils in the current Year 6 are also on track to maintain this trend. There is an ethos of exceptionally impressive inclusion for all pupils.

The excellent relationships which have been forged with parents and carers contribute much to pupils' progress. The responses of the overwhelming majority of parents and carers are highly positive, typically commenting that, 'All the staff are fantastic.' They agree that their children are very well supported and inspectors endorse parents', carers' and pupils' views that the quality of care, guidance and support given to them is outstanding. As one parent put it, 'Staff always have time to answer and explain any queries.'

Leaders show very clear direction in all that they do. They have galvanised the staff to address the two main issues raised in previous reports by challenging more-able pupils to achieve their best and by developing assessment to involve all pupils in improving their work. As a result of very rigorous self-evaluation, leaders and staff have identified, accurately, the current strengths of the school and what is needed to continue the drive for improvement. This approach has helped the school to move over a grade boundary from being a good school to becoming an outstanding school. Improved learning has led to more exciting lessons and an increase in the proportion of outstanding lessons. Leaders remain correctly focused on lifting the overall quality of teaching and learning so that outstanding learning and lessons are evenly spread throughout the school. At the moment, occasionally, some lessons are over-directed by teachers, which hampers the very best independent learning and progress for pupils, although the progress being made in reading is exceptionally impressive and progress in writing is accelerating very quickly. Taking these many positive features together, the school's capacity for future improvement is outstanding.

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

Pupils' behaviour is good, due largely to their inherent courtesy, friendliness and keenness to follow the school's rules. Pupils make an outstanding contribution to the community. Very impressive care, guidance and support have helped to create an environment in which the pupils feel safe, in which they prosper, and where they develop an excellent understanding of what is required to lead happy and healthy lives. Their enjoyment of learning is fostered by an outstanding curriculum, for which the school has received a number of national awards. It is enriched at all levels, and is particularly evident in the wonderful artwork seen all around the school. These factors combine to form the major reason for the pupils' above average rates of attendance and excellent punctuality.

What does the school need to do to improve further?

- Continue to raise the proportion of teaching and learning that is outstanding by:
 - ensuring that teachers do not over-direct lessons thus allowing the very best opportunities for pupils to participate in independent and group learning.

Outcomes for individuals and groups of pupils

1

Achievement is outstanding because the lessons seen, and samples of work and assessment information, confirm that the school has maintained high levels of attainment over the last four years, and pupils learn well as they move through the school.

Pupils enjoy taking responsibility for their own learning, as seen in a Year 3 assembly when the pupils managed their own presentation about the power of sound very well. However, in some lessons, opportunities for independent learning are sometimes uneven. For example, in some mathematics lessons, opportunities were missed for plenty of hands-on investigation work, as teachers over-directed pupils' learning, and this is a factor in why learning is not outstanding overall.

Pupils thoroughly enjoy activities. For example, in an outstanding Year 5 geography lesson, pupils said, 'it's fun', 'it's fascinating', when learning about recycling. Pupils also enjoy a challenge. This was especially evident in an outstanding Year 6 mathematics lesson where pupils were calculating the budget for putting on a party. They made excellent progress because it was a real event to which funds have been allocated.

Pupils demonstrate confidence when speaking and this is underpinned by some good use of drama to help pupils to explore their own ideas well. They listen attentively and show effective cooperation. For example, when acting out an extract of the story called 'Holes', they deduced how the characters felt.

Pupils with special educational needs and/or disabilities make good progress. As one explained, 'I am doing well, I have been pushed up.' The very good support and guidance for those having moderate learning difficulties, or behavioural, emotional and social difficulties, is very strong and this leads to them overcoming barriers to learning, so that many reach at least average levels of attainment. Pupils with dyslexia often do very well and reach high levels of attainment. Since the last inspection, many of the more-able pupils are reaching standards that would ordinarily be found in secondary education. Pupils learning English as an additional language do well because of the strong focus on extending vocabulary and because they receive very effective guidance and support. An innovative range of resources has been designed by the school to enrich and extend reading for all abilities.

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

Pupils' spiritual awareness is well developed through many opportunities to be reflective about moral and social issues and to learn about different faiths. Pupils take part enthusiastically in a wide range of games and sports, and fully understand the principles of how to be healthy, being 'only allowed snacks that will not make us hyperactive'. Pupils work well together for their school by taking responsibility to look after each other. They contribute to many charities through the weekly pocket money fund-raising stalls, which they organise themselves. Art work is shared with the surrounding Tonbridge community and is of high quality.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account:	
Pupils' attainment ¹	1
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	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
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 progress well because the curriculum provides them with an exciting variety of opportunities to learn new things. The core subjects of literacy, numeracy and information and communication technology (ICT) are integrated with music, drama and art, and carry a strong ethical dimension. Pupils' learning is further stimulated by the wide range of clubs and enjoyable extra-curricular activities.

Each pupil is known and treated as an individual. Parents and carers are kept informed about their children's progress, and other activities and news, through the school's excellent website, one parent describing it as 'wonderful' with 'everything in it'.

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

The inspection revealed that teaching is good because teachers have very good knowledge of the subjects that they teach and they have high expectations of the pupils. Occasionally, where teachers talk too much in lessons, pupils' attention wanders, and this can lead to limited independent and group work. However, the vast majority of teaching is at least good. Lessons usually move on at a brisk pace and are supported by good questioning and assessments of pupils' needs. For example, ongoing questioning challenged pupils when writing about superheroes and, as a result, pupils shared exciting descriptive words and then edited and improved their work well. Teaching assistants are used to good effect. The use of targeted support is very effective in improving reading through small-group work.

The school's support for pupils with special educational needs and/or disabilities is excellent, one parent describing the 'absolutely fabulous' quality of the care as a 'security blanket' in that she 'didn't have to worry about' her child at all. Constant vigilance by staff reduces the potential for any bullying to a minimum, and no instances of bullying behaviour were evident during the inspection. The high-quality support for those pupils in the school who are identified as gifted and talented enables many to excel. Very effective strategies to improve attendance have made a significant contribution to their overall excellent achievement.

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	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher and senior colleagues lead a very strong and committed staff team which fully shares a common vision to drive improvement in all areas of the school's performance. Innovation has been embraced with enthusiasm, leading to highly successful initiatives which have led the school into an overall effectiveness that is outstanding. All members of staff feel valued, and morale, correspondingly, is very high. Parents and carers recognise the success of this process, one commenting that, 'This is an excellent school and deserves an outstanding grade.' The teachers are enthusiastic and fully committed to improving teaching and learning, and are well on the way with this, for example, in the improvements in reading, writing and mathematics, which reflect the school's rigorous analysis of its performance.

The governing body contributes well to the work of the school. Members regularly visit and are fully involved in the life of the school. They know the school's strengths and weaknesses, and are effective in holding the school to account. The governing body ensures that the safeguarding of pupils is good. Systems to ensure safety are very well

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

established and the case studies confirmed that staff work very closely with many different support agencies. The vetting of staff is rigorous.

There is no discrimination, nor does the school tolerate any possibility for inequality of opportunity. There are no discernable gaps in the achievement of pupils in any specific group. Following the very successful focus on literacy, leaders are rigorously working to lift the progress in mathematics through improved group teaching. This is part of their drive to lift overall teaching and learning to be outstanding in the future.

The school has built an excellent range of partnerships, notably with the Tonbridge and Malling District, and local schools, to help pupils with transition to secondary education. The school's contribution to community cohesion at local and international levels is good. The school is developing ways of helping pupils to learn more about the United Kingdom. As this is still ongoing, community cohesion is good rather than outstanding overall.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
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	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
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	1

Views of parents and carers

A higher than average proportion of parents and carers returned completed questionnaires. Almost all parents and carers are very supportive of the school and all aspects of its work. In written comments, parents and carers felt that their children do well and this was echoed by the pupils. A few parents and carers expressed the view that the school does not deal effectively with any unacceptable behaviour. The inspectors found during this inspection that pupils are well behaved overall but this is not yet outstanding because they are occasionally boisterous at play times. Leaders are currently looking to extend the playground to give them more space to help with this. A few parents and carers raised concerns about bullying. Inspectors looked into this in depth. They found that teachers and all staff take any form of bullying seriously and pupils agree that they feel very safe at school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Woodlands 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 142 completed questionnaires by the end of the on-site inspection. In total, there are 374 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	72	51	66	46	3	2	1	1
The school keeps my child safe	79	56	59	42	2	1	0	0
My school informs me about my child's progress	52	37	83	58	6	4	0	0
My child is making enough progress at this school	58	41	67	47	12	8	1	1
The teaching is good at this school	63	44	72	51	6	4	0	0
The school helps me to support my child's learning	53	37	74	52	11	8	0	0
The school helps my child to have a healthy lifestyle	57	40	78	55	4	3	3	2
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)	58	41	71	50	6	4	0	0
The school meets my child's particular needs	49	35	75	53	12	8	2	1
The school deals effectively with unacceptable behaviour	36	25	83	58	14	10	3	2
The school takes account of my suggestions and concerns	36	25	90	63	9	6	1	1
The school is led and managed effectively	69	79	66	46	4	3	0	0
Overall, I am happy with my child's experience at this school	73	51	57	40	8	6	1	1

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.



25 May 2001

Dear Pupils

Inspection of Woodlands Junior School, Tonbridge TN10 4BB

Thank you very much for welcoming my colleagues and me to your school. On behalf of the team, I would like to thank you for telling us all about the many wonderful things that you do. I am delighted to tell you that you go to an outstanding school.

These are some of the things that really stand out.

- You are very friendly, behave well and look after each other. You agree that you are very well cared for and very safe at school.
- You have many very exciting activities to do and told us that this makes learning fun.
- Your teachers work hard to help you to learn new things quickly and this means that you make good progress.
- You do amazingly well in reaching the levels that we expect, especially in your reading and writing.
- You are very well prepared for success in your future lives.
- You have an excellent understanding of why it is important to lead a healthy lifestyle and you do a great deal for the community. For example, you are very generous with your own pocket money, to help people who have less than you.
- The high quality of your art work is very impressive.
- All those who lead your school are determined that you get the best possible education, and that you are looked after very well. To do this, they keep your parents and those who look after you fully informed, and they work very closely with other services that can help you to learn and be happy.
- Your attendance is getting better all the time, so please keep this up!

Although yours is an outstanding school, I have asked your headteacher, staff and governing body to do the following to make it even better:

- Make sure that more lessons are outstanding, especially ensuring that you are given more opportunities to contribute.

Yours sincerely

John Anthony
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.