

Darrick Wood Junior School

Lovibonds Avenue, Orpington BR6 8ER

Inspection dates 4–5 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Different groups of pupils achieve well, including pupils with a hearing impairment who attend the specially resourced provision.
- Pupils enter the school with skills that are above those expected for their age, and leave with significantly above average attainment in reading, writing and mathematics.
- In the most recent results, the majority of pupils attained above age-related expectations in English and mathematics.
- Teaching that is at least typically good supports pupils' good progress. Tasks are well matched to pupils' differing needs and teachers' marking helps pupils improve their work and skills.
- Pupils have very positive attitudes to learning and behave well. They know the next steps they need to take to progress and engage enthusiastically in both independent and collaborative tasks. Pupils feel safe at school and their attendance is above average.
- Effective leadership, including by the governing body, has significantly improved the school's performance since the previous inspection. Consequently, pupils' achievement and the quality of teaching are now securely good.
- The breadth of opportunities, including impressive use of a wide range of school internet blogs, and extensive music provision outside of lessons, effectively promote both pupils' academic and personal skills and qualities, and prepare them well for the next stage of their education.

It is not yet an outstanding school because

- The length of time spent on different activities in lessons does not always enable rapid progress or sufficiently deep understanding to secure outstanding pupil achievement.
- Teachers sometimes miss opportunities to develop and extend pupils' knowledge and
- Although leadership at different levels is good and sometimes better, not all leaders achieve a consistently high level of rigour and sophistication when analysing and evaluating the impact of their actions.

use of letters and sounds (phonics) in reading and spelling.

Information about this inspection

- Inspectors observed parts of 26 lessons, including a range observed jointly with the school's senior leaders.
- Discussions were held with pupils, staff, members of the governing body and representatives from the local authority.
- Inspectors took account of 80 responses to the online questionnaire (Parent View), as well as analysis of the school's own surveys of parents' views and a small number of letters addressed to the inspection team.
- A range of the school's activities were observed by inspectors, who also scrutinised pupils' work and various school documents, including records of behaviour and incidents, information about pupils' progress, monitoring and evaluation records and governing body minutes.

Inspection team

Clive Dunn, Lead inspector

Additional Inspector

Lily Evans

Additional Inspector

Julie Sackett

Additional Inspector

Full report

Information about this school

- Darrick Wood Junior School is much larger than the average-sized primary school.
- The proportions of disabled pupils and those with special educational needs that are supported either at school action, or at school action plus or with a statement of special educational needs, are below average.
- The school has a linked specially resourced provision for pupils with a hearing impairment. This provision is managed and staffed by the local authority, although pupils are integrated with mainstream lessons in the school for varying proportions of the day. Nine junior-aged pupils on the school's roll currently attend the provision. All have a statement of special educational needs.
- The proportion known to be eligible for the pupil premium is much lower than average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There have been significant changes to the composition and structure of the governing body since the previous inspection.

What does the school need to do to improve further?

- Secure more consistently outstanding teaching by:
 - ensuring the time spent on activities in lessons always supports pupils to achieve exceptionally well
 - providing additional training for teachers in the effective teaching of phonics to ensure that opportunities to extend and develop pupils' skills are always maximised
 - extending opportunities for teachers to observe outstanding practice, both within and beyond the school.
- Support leaders at all levels to increase the depth and rigour of their analysis when evaluating the impact of their actions.

Inspection judgements

The achievement of pupils is good

- Pupils start school working at levels above those expected for their age overall. As a result of their good progress, pupils build on this and leave with significantly above average attainment in reading, writing and mathematics.
- Disabled pupils and those with special educational needs, including pupils with a hearing impairment who attend the specially resourced provision and pupils known to be eligible for the pupil premium, all achieve well. Pupils that join the school part way through the school year settle quickly, and achieve at least as well as their peers, and sometimes better.
- Pupils have very positive attitudes to learning. Able to work effectively independently or as part of a group, pupils engage enthusiastically with tasks. They are rightly proud of their achievements, celebrated by the extensive 'We are proud' blog on the school's website.
- Thoughtful and reflective, pupils make the most of regular opportunities to assess their own and each other's work to good effect. A lesson in Year 6 exemplified this, where pupils focused very carefully on whether they had met criteria set by the teacher, to a sufficiently high standard.
- Pupils with a hearing impairment and other disabled pupils and those with special educational needs are successfully included in all parts of lessons. At their own individual levels, they tackle tasks that usually have the right level of challenge and benefit from effective additional support from other adults and teachers as required.
- Pupils enjoy reading and speak excitedly about a good range of high quality books, both fiction and non-fiction. However, pupils do not always use their knowledge of sounds that letters make to tackle unfamiliar words when reading or spelling. This occasionally slows the pace of learning, particularly for pupils whose reading skills lag slightly behind those expected for their age.
- Plentiful opportunities to apply their well-developed skills, including information and communication technology skills, prepare pupils well for both the next stage of their education and life beyond. A strong focus on developing these skills for a real purpose, for example to communicate with a wider audience via the internet, is highly motivating for pupils.

The quality of teaching is good

- Teachers match learning tasks carefully to pupils' differing needs, enabling all to achieve well at their own levels.
- Effective and probing questioning by adults deepens pupils' thinking and encourages them to extend their answers. This was exemplified in a Year 5 guided reading session, when pupils were required to 'read between the lines' of what the author might be implying but not actually saying about how the character was feeling.
- Very effective use is made of resources such as interactive whiteboards, as seen in a mathematics lesson in which pupils were learning how to calculate the area of a rectangle. Teachers use these flexibly to model tasks and illustrate key learning points, but also set pupils small tasks using it when teaching, to check their understanding.
- Knowledgeable and well-briefed teaching assistants carefully strike the balance between providing additional support, using visual prompts, for example, while still promoting an appropriate level of independence. This effective interaction benefits a range of pupils, including those with a hearing impairment, other disabled pupils and those with special educational needs, and pupils who speak English as an additional language.
- Although the pace of lessons typically supports good learning, teachers do not always judge correctly the time to spend on particular tasks to enable pupils to achieve exceptionally well. For example in discussion tasks, sometimes pupils are just developing their ideas to the point where they will deepen their understanding when the teacher draws the class back together. At other times, pupils are left for too long on the same task when they could move on more quickly.
- Some teaching in different year groups is outstanding. This is usually where expectations are

high and demanding and where pupils are actively engaged throughout. Although staff have welcomed the chance to observe colleagues and learn from this best practice, this opportunity is not currently extended to all.

- Pupils have a good understanding of their next step targets and use them regularly during tasks. They respond well to teachers' 'green for go and pink for think' marking, which frequently shows them both what they have done well and how to improve. Early in the year, high quality written dialogue between pupil and teacher is emerging and having a demonstrable impact on moving pupils' learning forward.

The behaviour and safety of pupils are good

- Pupils' behaviour is good across the school day. They mix well and relationships with adults are strong. The mostly positive views of pupils, staff and parents indicate that good behaviour is usual. However, occasionally pupils lose focus in lessons when spending too long on the same activity.
- Pupils' personal skills and qualities develop strongly through wide-ranging opportunities, from caring for the school's chickens to training staff and pupils from other schools how to set up and use blogs, both by visiting local schools, and nationally via webcam.
- There are few instances of bullying and pupils have a good awareness of the different forms this can take. Leaders have introduced robust systems for recording and analysing incidents that they use very effectively, for example to reduce the use of homophobic language and name-calling. Pupils and most parents are confident that the school deals well with any incidents that occur.
- Pupils feel safe at school. Parents that responded to the Parent View survey unanimously shared this opinion. Pupils have a good understanding of their own safety and demonstrate their awareness through their conduct and actions. The school's safeguarding arrangements meet statutory requirements.

The leadership and management are good

- Effective leadership by the headteacher and leaders at different levels have secured significant improvements since the previous inspection. The school has sustained and built on a sharp rise in pupils' attainment that began at around the time of the previous inspection. Leaders are not complacent and have accurately identified areas to develop in order to build on the school's success.
- The school has employed innovative strategies in its drive for excellence, including, for example, the online 'School Wiki' developed by pupils to support their learning in curriculum topics. The impressive use of a range of blogging opportunities for pupils has significantly accelerated rates of progress in writing, especially for particular pupils who sometimes previously lacked confidence and motivation.
- Closely evaluated use of the pupil premium, including increasing the opportunity for individual tuition, enables these pupils to achieve at least as well their peers, and sometimes better. Last year, quicker progress for most of these pupils ensured they reached at least the level expected for their age, and around a third of pupils exceeded age-related expectations.
- The consistency with which different groups of pupils achieve well reflects the school's successful promotion of equal opportunities. Pupils with a hearing impairment are successfully integrated to mainstream lessons, planned on an individual basis and sometimes building to full-time.
- Systems that support the school's analysis of its own performance are rigorous. This enables some leaders to be exceptionally incisive in their analysis, for example when tracking the progress of individuals and groups of pupils or in the analysis and interpretation of incident logs. However, some leaders are less rigorous and precise when evaluating the impact that their actions have on pupils' outcomes.

- The school uses a broad range of pertinent information to good effect to both accurately judge the quality of teaching and in leading necessary improvements. Well-developed performance management systems are rigorous, and staff appreciate the feedback and development opportunities that result from them.
- The breadth and balance of the curriculum support pupils' academic and spiritual, moral, social and cultural development well. The frequent sounds of the exceptional extra-curricular music opportunities significantly enhance the school's vibrant atmosphere. The numbers of pupils that learn one of a wide variety of instruments are high. The talented 'Band on the Run' brass group, run in partnership with the Bromley Youth Music Trust, recently performed at the Bromley School's Prom at the Fairfield Hall.
- The local authority provides light touch support for this good school.
- **The governance of the school:**
 - shows strong commitment through an extensive programme of visits to the school to aid their increasing ability to challenge and support school leaders in appropriate measure to contribute fully to the school's strategic development
 - considers financial decisions carefully, including evaluation of the impact of spending on improving pupils' outcomes
 - has experienced a period of change in governing body membership and structure, but it is taking appropriate action to increase its own effectiveness, including undertaking induction training for new governors.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	101612
Local authority	Bromley
Inspection number	400492

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	375
Appropriate authority	The governing body
Chair	Ann Tripp
Headteacher	James Turvey
Date of previous school inspection	12 October 2009
Telephone number	01689 857370
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