

The White Bridge Junior School

Greensted Road, , Loughton, IG10 3DR

Inspection dates

23–24 April 2013

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

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Attainment in English and mathematics is rising after a two year decline but pupils' progress is still uneven.
- Teaching has increasing strengths but teachers do not always teach in ways that enable all pupils to learn to the best of their ability, such as setting individual targets, and helping them to reach them.
- Behaviour is generally positive but occasionally slips in lessons that fail to capture pupils' full interest or when teachers do not implement agreed policy.
- Leaders and managers are not checking on teaching and the implementation of agreed policies regularly enough.
- The school's improvement plan lacks precision and does not pay enough attention to raising attainment.
- Some parents do not feel that the school communicates with them as well as it could.

The school has the following strengths

- Disabled pupils and those with special educational needs, and more able pupils make good progress.
- Pupils feel safe and secure at school and enjoy a broad range of extra-curricular activities.
- Attendance has improved and is now above average.
- Senior managers are measuring pupil progress carefully and taking appropriate actions to accelerate progress.
- Governors understand the school's strengths and weaknesses, and support senior managers' work to improve teaching and pupils' progress.

Information about this inspection

- Inspectors observed 29 lessons or part lessons, of which four were joint observations with the headteacher.
- Meetings were held with two groups of pupils, governors, a representative of the local authority and school staff, including middle and senior leaders.
- Inspectors took account of the 28 responses to Parent View, Ofsted's online questionnaire, letters and a phone call from parents.
- The inspectors observed the work of the school and looked at a number of documents including: records of governing body meetings; information about the management of staff performance; records relating to attendance, behaviour and checks on the quality of teaching; and documents relating to safeguarding.
- Inspectors considered the 20 questionnaires received from staff.

Inspection team

Miranda Perry, Lead inspector

Additional Inspector

Concetta Caruana

Additional Inspector

Full report

Information about this school

- This is a below-average-sized junior school.
- The proportion of pupils supported through school action is above average, as is the proportion supported through school action plus or with a statement of special educational needs.
- The proportion of pupils supported through the pupil premium (extra funding given to schools by the government) is below average. In this school the pupil premium applies to pupils who are known to be eligible for free school meals and those in local authority care.
- The majority of pupils come from White British backgrounds, and the proportion identified as speaking English as an additional language is below the national average.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress.
- There are a large number of pupils who arrive partway through Years 5 and Years 6.

What does the school need to do to improve further?

Raise attainment so that standards are at least in line with the national average in English and mathematics by using the improvements to teaching and management as set out below.

- Improve the quality of teaching to at least good and ensure that its impact results in all pupils' good progress and behaviour by:
 - setting pupils realistic and challenging targets
 - making sure pupils have a thorough understanding of an idea and secure knowledge about new learning, before they move onto the next activity
 - insisting that marking shows pupils how to improve their work
 - ensuring teachers' approaches and the activities they set result in pupils complete engagement and good behaviour.
- Strengthen leadership and management by ensuring that:
 - teaching is kept under regular review, best practice is shared and checks focus on the impact of teaching on pupils' progress
 - there is consistent application by staff of agreed whole-school policies, for example, the new behaviour policy.
 - communication with parents is timely and effective.
- Revise school improvement planning by setting precise actions and targets which are measurable and result in raised attainment.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils' progress is accelerating as a result of increasingly good quality teaching and leaders' thorough checks on progress. Nevertheless, progress still varies too much between subjects and lessons for pupils' overall achievement to be good. In 2012, attainment in English and mathematics was below average.
- Pupils join in Year 3 with typically average attainment. The large majority of pupils who attend the school for four years generally make good progress and reach or exceed national standards by the end of Key Stage 2.
- Pupils in Year 6 who have been at the school since Year 3 are on track to make good progress in the 2013 end of key stage tests. This is not the case for all pupils who join the school in Years 5 and 6. Despite quickly making up lost ground, gaps in learning mean that some do not reach the standards expected for their age.
- The attainment of pupils in Year 6 supported through the pupil premium funding was the equivalent of six months behind that of their classmates in English and at the same level in mathematics in the 2012 tests. The additional sessions provided for pupils at risk of underachieving in reading, writing and mathematics, funded by the pupil premium, are carefully structured and support current pupils' improving progress across the school. The sessions in English often have a ratio of one member of staff to one pupil, which accelerates progress.
- Pupils' progress is uneven. For example, in a mathematics lesson in Year 6, on ratio, pupils made good progress because their next steps for learning were made clear and this motivated them to work speedily and accurately. In a different Year 6 lesson on ratio, pupils' progress was too slow because they were not completely clear about what the teacher wanted them to do next.
- Disabled pupils and pupils who have special educational needs make good progress because their needs are accurately assessed and well-planned bespoke sessions help them to learn successfully and meet personal targets.
- Pupils who find reading difficult make good progress and become competent readers because the school has set up effective reading programmes which involve small groups working together, building their confidence and developing their skills. Current standards in reading in the majority of year groups are above average.
- More able pupils make good progress. They benefit from extra sessions in English and mathematics where they are given appropriately challenging work, and, particularly in mathematics, are taught to apply the methods they have learnt in a range of real life situations.

The quality of teaching

requires improvement

- There are examples of good teaching in all subjects and year groups and none that is inadequate. However, not enough is good to ensure all pupils make consistently good progress.
- Teachers generally have good expectations of what pupils can do and increasingly tasks are well matched to their different abilities and move learning forward at a brisk pace. This is particularly

the case for the more able pupils who benefit from opportunities to work independently. In some lessons, pupils' progress accelerates because they work swiftly towards achieving challenging targets but this is not always the case

- Pupils are typically well motivated and work with sustained levels of interest. For example, in a Year 4 lesson on Sikhism, pupils were enthralled by the idea of re-incarnation and all stayed on task during paired discussions. Occasionally, however, pupils become distracted when the work they are set does not capture their interest.
- In an English lesson, pupils extended their knowledge and skills as they used the improvements suggested by the teacher, to help them write exciting, engaging descriptions of monsters. In contrast, the same pupils' progress in mathematics is being hampered by weaknesses in marking.
- Pupils with special educational needs and those in receipt of pupil premium funding are taught well by teachers and support staff who plan their lessons together so they can set work at the right level of challenge.
- The teaching of reading is good. If pupils struggle to understand letters and sounds, they are taught different ways to overcome obstacles and as a result build secure skills. In a Year 5 reading lesson, pupils learned successfully and enjoyed their task involving an analysis of the finer details between two different non-fiction texts.
- The spiritual, moral, cultural and social development of pupils is a strong theme in lessons. Pupils learn how to help their classmates who arrive partway through the year to settle in the school quickly.

The behaviour and safety of pupils

requires improvement

- The school has introduced a new behaviour policy, which has resulted in improved behaviour. The policy is not yet being applied consistently by all staff, so the quality of pupil behaviour is not yet uniformly good.
- Some parents and staff do not think that behaviour is managed well in all areas of the school and inspectors agree that when teachers do not uphold the agreed behaviour policy then some pupils' behaviour is less positive. For example, in the few lessons, where pupils are not engaged by learning, they distract each other and their learning suffers as a result.
- The majority of parents feel that their children are safe at the school, and their children agree. Pupils have a good understanding of how to stay safe, especially when they are working on the internet.
- Pupils who find it a challenge to manage their own behaviour are supported well by the school who works closely with outside organisations to resolve any problems and help develop pupil's social skills.
- Pupils say that bullying is rare, and feel that the school is good at helping them settle any differences of opinion. Pupils readily take on responsibilities, such as being a prefect, or head of house, contribute well to the community of the school and foster good relationships with each

other.

- Attendance has improved over the last year, and is now above the national average. Pupils respond positively to rewards for good punctuality and attendance.

The leadership and management

requires improvement

- The Headteacher, with the support of staff and governors, has set the school on an improving course but inconsistencies in teaching mean that pupils' progress and achievement though accelerating are not yet good.
- Senior leaders, including the deputy headteacher who has a full time teaching commitment, are positive teaching role models but have fairly limited opportunities to share best practice, monitor the quality of teaching or ensure that agreed policies are implemented effectively.
- Actions taken to measure progress result in gaps in pupils' understanding being quickly identified and responded to through well-planned support. However, senior leaders do not use this information as well as they could to inform actions and targets in the school's improvement plan.
- Teachers' performance is measured against how much progress their pupils make and how well they fulfil their different roles in the school. Targets for teachers have been agreed and will be used to assess whether promotion up the pay scale is justified.
- Some parents do not feel that the school communicates with them so that they can best support their children's achievement. Recent improvements have been made in communication, for example, the introduction of a regular school newsletter now keeps parents abreast of school events.
- Arrangements for safeguarding fully meet requirements.
- The local authority has undertaken two full reviews during the last six months and helped the school to bring about improvements, by working with all staff firstly to identify the features of a good lesson, and then use these features in their own teaching.
- Pupils enjoy their topic work and learning about similarities and differences in a variety of cultures. For example, pupils loved learning about rivers of the world. One girl said, 'You would not believe how different some of the people are, but they all need the water from their river.'

■ **The governance of the school:**

- The Chair and Vice Chair of Governors are relatively new to their posts, but they have got to grips with the demands of their role quickly, particularly because of the training they have received on how to make a school a good school. They have used a range of information to check how well the school is performing and understand the priorities of improving teaching and progress. They have set challenging targets for the headteacher to meet.
 - The governing body appreciates how the school has used information on pupil achievement to improve progress. They have worked with the local authority so they understand now what good teaching that enables good learning looks like. The governors are clear that only good teaching is rewarded with an increase in pay.
 - The Vice Chair of Governors has worked closely with senior staff to allocate pupil premium funding appropriately and makes sure that the governing body receives regular reports on its impact.
-

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	114867
Local authority	Essex
Inspection number	401475

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	236
Appropriate authority	The governing body
Chair	Debbie Southgate
Headteacher	Katherine Ward
Date of previous school inspection	9 February 2010
Telephone number	0208 5085772
Fax number	0208 5640162
Email address	admin@whitebridge-jun.essex.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', 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.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

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 information 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'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

