

# Woodbridge Junior School

Grange Street, Alfreton, DE55 7JA

**Inspection dates** 22–23 January 2014

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
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

- Pupils do not make good progress in writing and mathematics because teaching is not consistently good in these subjects.
- Pupils' grammar, punctuation and spelling skills are not good enough. Marking does not clearly point out mistakes so pupils can improve these skills.
- Pupils do not take sufficient care with their handwriting and presentation of their work.
- The work in pupils' books shows that activities are sometimes too easy and sometimes too hard for more able pupils in mathematics.
- Pupils do not confidently solve number problems in their head.
- Pupils are not given enough opportunity to use numeracy skills in different subjects.
- Leadership and management require improvement as teaching and pupils' achievement are not yet consistently good.
- Although leaders regularly check teaching, they do not evaluate rigorously the effect teaching has on pupils' written work and on their progress in their books.

### The school has the following strengths

- Attainment in reading is rapidly improving and last year in the Year 6 National Curriculum tests attainment was above the national average and progress was good.
- Pupils are eager to learn and are interested in their work. They try hard to succeed with their tasks.
- Attendance has vastly improved this year.
- Pupils feel very safe in school and are confident their friends and adults will help them if they are worried or upset.
- Senior leaders, including governors, have done much this year to improve the school and know what else is needed to improve further. Staff, parents and pupils are appreciative of the improvements made.

## Information about this inspection

- The inspector observed teaching and learning in 12 parts of lessons, two of which were seen jointly with the headteacher. Pupils were heard read and the inspector observed the teaching of reading and phonics (letters and the sounds they make). Examples of pupils' work were also analysed to obtain a view of teaching and learning over time.
- Discussions were held with the headteacher, staff, pupils and four members of the governing body. A meeting was held with a representative of the local authority.
- The school's improvement plan and self-evaluation, safeguarding documentation, records relating to behaviour, school policies and information about pupils' progress were examined.
- Account was taken of the 24 responses to the online Parent View survey, and the 19 questionnaires returned by staff.

## Inspection team

Lois Furness, Lead inspector

Additional Inspector

## Full report

### Information about this school

- In this much smaller than average-sized school most pupils are White British with very few pupils speaking English as an additional language. Pupils are taught in four mixed-age classes.
- The proportion of pupils known to be eligible for pupil-premium funding is well above average. This additional government funding is provided for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- The proportion of disabled pupils and those with special educational needs who are supported through school action is broadly average, as is the proportion of those who are supported at school action plus or who have a statement of special educational needs.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- There have been considerable staffing changes since the previous inspection. The substantive headteacher was appointed in January 2013 and the deputy headteacher in April 2013. Two new teachers were appointed in September; one to work in the Year 3 and 4 class, and one to work alongside the existing class teacher in the Year 5 and 6 class.

### What does the school need to do to improve further?

- Improve pupils' achievement in writing by:
  - improving pupils' skills of grammar, spelling and punctuation
  - encouraging pupils to take a pride in the presentation of their work including handwriting
  - providing training for support staff in their knowledge of phonics so they can help pupils in to improve their spelling skills
  - marking focusing on improving pupils' basic skills and then pupils regularly reviewing work and correcting mistakes.
- Improve pupils' achievement in mathematics by:
  - improving pupils' mental calculation skills
  - providing pupils with more opportunities to use their numeracy skills in other subjects
  - ensuring that the work planned is neither too easy or too hard for more-able pupils.
- Sharpen monitoring and evaluation by all leaders, checking regularly the quality of pupils' written work in all subjects and their progress in their books.

## Inspection judgements

### The achievement of pupils **requires improvement**

- Achievement requires improvement. The large majority of pupils make expected progress from their broadly average starting points in Year 3, but too few of them make progress which is better than this, particularly in writing and mathematics. The work in pupils' books and current assessment information confirm this.
- Attainment has been broadly average for the last two years, rising from well below average in 2011. In the Year 6 National Curriculum tests in 2013, attainment was well above average in reading and pupils' progress was good. Current information shows that this good progress continues and the introduction of a new reading programme is helping less fluent readers to develop their reading skills. Older more proficient readers say they read regularly, and speak enthusiastically about their favourite authors such as Roald Dahl.
- In writing, attainment by Year 6 has been broadly average over the last two years and in the newly introduced grammar, punctuation and spelling test, pupils' attainment was also broadly average. However, pupils' current work throughout the school shows weaknesses in these aspects of writing. Many pupils do not use basic skills correctly in their written work, and too often handwriting and presentation require improvement.
- In mathematics in 2013, Year 6 pupils' attainment was broadly average at Level 4+, but significantly below average at the higher Level 5+. Current assessment data show although improving, too few pupils are confidently working at the higher levels in mathematics. This is because work is sometimes too easy and sometimes too hard. Also pupils do not have mental strategies to recall quickly key number facts, and this slows down their progress.
- The attainment of Year 6 pupils who were supported by the pupil-premium funding was approximately three terms behind other pupils in mathematics and writing, and two terms behind in reading. However, the progress they made was similar to that of all pupils. Current assessment data show that the gaps between the achievement of pupils eligible for free school meals and other pupils are narrowing. This is because the school uses the pupil-premium funding well to provide a range of additional support and to ensure that all pupils have access to a wide range of activities. This shows leaders' commitment to giving every pupil an equality of opportunity to succeed.
- The progress of disabled pupils and those who have special educational needs is similar to that made by other pupils. Pupils who speak English as an additional language also make the same progress as others. They receive appropriate help and guidance from teachers and particularly support staff.

### The quality of teaching **requires improvement**

- Teaching requires improvement as pupils' work shows that over time teachers' expectations of the quality and quantity of work have not been high enough and mistakes in grammar, punctuation and spelling have been left uncorrected. For example, one pupil used a capital 'D' for dragon in the middle of the sentence in September, and now in January, is still making the same error. In mathematics, number reversals are not being pointed out to pupils, as was seen in the books of Year 3 pupils.
- Teachers' marking, although clearly identifying good points and giving suggestions of how to

improve, is not focused enough on improving pupils' basic skills. Pupils are rarely asked to edit their work in terms of grammar, punctuation and spelling. Consequently even more able writers in Year 6 present work that is difficult to understand and read.

- In mathematics, activities are sometimes too easy and sometimes too hard as was seen when a group of more-able pupils were asked to multiply together two decimal numbers. Pupils' understanding was limited, and they struggled to decide where to put the decimal point in their answer. In Year 3, more-able pupils were calculating number problems involving two digit numbers, when it was clear they were able to add together much higher numbers.
- Teaching assistants mainly provide good support, ensuring that pupils who speak English as an additional language and disabled pupils and those who have special educational needs are able to access activities. However, not all teaching assistants have a good knowledge of phonics, which means when pupils are practising spellings, staff ask them to sound out individual letters inappropriately. For example the 'ch' in such or 'ight' in night.
- Lessons start promptly and in the majority of lessons observed pupils worked hard and were focused immediately on the work given. Years 5 and 6 pupils knew at the start of lessons to turn to their last piece of work to see if a 'green pen' comment had been made. If so, pupils knew they had to respond to this comment in order to improve their learning. This meant that time was not wasted as adults organised the work of different groups of learners.
- In all classrooms the relationships between pupils and adults are good. Teachers praise and encourage pupils so that they are keen to give of their best. Classrooms are attractive and provide a good balance of pupils' work and resources to help learning. Pupils often refer to prompts on walls to help them. They particularly like their 'cheeseboards', where teachers have provided pupils with key vocabulary and ideas of how to achieve success in their learning.
- Homework, including reading and mathematics programs on the computer, is used well to reinforce skills taught in lessons.

### The behaviour and safety of pupils

### requires improvement

- The behaviour of pupils requires improvement. Pupils behave well in lessons and around school and have good attitudes towards learning and want to complete their tasks. However, at times when work is too easy or too hard their interest wanes, they become distracted and valuable learning time is wasted.
- Pupils are proud of their school and say they enjoy lessons which is confirmed by pupils' improving attendance which is now above average. They do not however, take the same pride in their written work. Too often work is untidy, and poorly presented. Although exercise books have lined paper to guide them with their handwriting, too often pupils disregard these. Letters such as 'p' or 'y' are written like capital letters, for example, 'haPPY!'
- In lessons where pupils made good progress, pupils' attitudes and behaviour make a significant contribution to their learning. This was seen in Year 5 as pupils eagerly discussed how different objects can tell you lots about peoples' personalities. For example, Miss Honey in the Roald Dahl story of 'Matilda'. In Year 6, pupils enjoyed experimenting with different vocabulary and writing techniques such as use of metaphors and similes to improve their descriptive writing.
- Pupils play an active part in school life. They are keen to take on responsibility and contribute to the school community through, for example, the school council, the eco council or buddies at

lunchtimes. Roles such as these contribute well to their personal development.

- The school's work to keep pupils safe and secure is good. Pupils say that they feel safe and all parents who responded to Parent View agreed that their children are kept safe in school. The staff questionnaire also commented positively on the safety of pupils.
- Pupils understand the many forms that bullying can take, including physical, name calling and cyber-bullying. They say bullying is rare but dealt with effectively if it happens. School records confirm these views.
- Pupils have a good appreciation of everyday risks. Older pupils understand how to keep themselves safe and understand the dangers of the internet and of smoking and of some drugs, for example.

### **The leadership and management** requires improvement

- Leadership and management require improvement because the actions taken to improve teaching have not had enough impact on pupils' achievement over recent years. Leaders and governors ensure that all pupils are safe and well looked after. They work effectively with a wide range of agencies to provide strong support for those pupils whose circumstances might put them at risk and have successfully created an environment where pupils want to learn.
- The headteacher leads the school well and has the wholehearted support of other leaders and managers, parents and staff in her work to raise achievement and improve teaching. Strongly supported by the deputy headteacher, there have been many changes. Attendance has improved and pupils' achievement in reading is now good. This strong sense of purpose and the changes made show the school has the capacity to improve and develop further.
- The management of teachers' performance means that teachers are set targets appropriately linked to pupils' achievement. A good system of coaching helps teachers who require support to learn from the best practice within school and from other schools.
- Senior leaders have identified the right priorities for improvement, although leaders' analysis of how well the school is performing is a little over-optimistic. Regular checks on teaching are carried out by the headteacher, deputy headteacher and the English and mathematics leaders. These ensure that they have an understanding of aspects of teaching that require improvement and have provided appropriate staff training. However, checking activities do not focus sufficiently well on the impact of teaching as seen in pupils' written work in all subjects and their progress over time in their books.
- Pupils are taught a range of subjects which contribute well to pupils' spiritual, moral, social and cultural development. These subjects are often organised around themes which link pupils' reading and writing work. This is effective in helping pupils to understand the relevance of what they are learning. Pupils however have too few opportunities to use their mathematical skills in other subjects. A good range of additional clubs and activities and visits to places of interests are provided.
- The school uses its primary sport funding effectively to provide specialist coaching and tuition; this also provides ongoing training for school staff. Already this initiative has increased pupils' enjoyment of physical education and their gymnastic skills.
- Parents have positive opinions of the work of the school and all parents who completed the

online questionnaire said they would recommend this school to others.

- The local authority provides regular advisory input for the school and has confidence in the leadership team. They have provided valuable support to both leaders and teachers in order to help raise standards.

■ **The governance of the school:**

- Governors visit the school regularly, finding out for themselves how the school is improving. They comment on the improved classroom environments and how pupils have said they feel valued by their teachers. Detailed reports enable them to provide an appropriate balance of support and the asking of searching questions. They use available data to compare the performance of the school with other schools nationally. They have a secure understanding of the quality of teaching, and know the weaker teaching seen last year has been rectified. Appointed governors set targets for the headteacher and are aware that pay increases for teachers are now only awarded where there is evidence that pupils are making good progress. A close eye is kept on finances, checking carefully the difference the pupil premium funding is making. They attend training to keep their skills and knowledge up-to-date and to ensure they fulfil their statutory duties effectively, for example, safeguarding.

## 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

<b>Unique reference number</b>	112494
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	430691

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	128
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mandy Oldknow
<b>Headteacher</b>	Gayle Bacon
<b>Date of previous school inspection</b>	19–20 June 2012
<b>Telephone number</b>	01773 833138
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