

Joydens Wood Infant School

Park Way, Bexley, Kent, DA5 2JD

Inspection dates

5–6 June 2014

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.

- Pupils, staff, parents, carers and governors are very proud of their friendly, welcoming school.
- Children get a good start at the school in the Early Years Foundation Stage.
- Pupils make good progress in reading, writing and mathematics and standards are above average by the time they leave.
- Pupils' achievement in writing has improved considerably.
- Teaching is good. Sometimes it is outstanding. Interesting activities engage pupils well. Pupils have good attitudes to learning, want to do well and are enthusiastic and happy learners.
- Behaviour is good. Pupils are polite and friendly and enjoy coming to school as reflected in their above average attendance.
- Pupils feel very safe in school and are well looked after.
- Pupils' spiritual, moral, social and cultural development underpins all that the school does.
- The headteacher leads the school very effectively.
- Leaders and managers, including governors, work well together. They have improved important aspects of the school's work from its satisfactory position at the previous inspection.

It is not yet an outstanding school because:

- Not enough teaching is outstanding and so not all pupils consistently make rapid and sustained progress.
- Teachers' explanations and instructions to pupils are not always clear enough and so sometimes they are not fully engaged in their learning because they are not sure what to do.
- The most-able pupils do not always have opportunities to demonstrate their high attainment and work at a faster pace than others.

Information about this inspection

- The inspectors observed 16 lessons or part lessons, some of which were joint observations with the headteacher. In addition, inspectors talked to pupils about their work, looked at books and listened to some pupils read.
- Meetings were held with the headteacher and the assistant headteacher. Discussions were also held with pupils, governors and an external adviser who works with the school.
- Inspectors looked at a wide range of documents including: the school’s own check on its performance, including the quality of teaching; the school improvement plan; information on pupils’ progress; and documents relating to safeguarding.
- Inspectors took account of the 91 responses to the online questionnaire, Parent View. They also looked at the 12 questionnaires returned by staff.

Inspection team

Margaret Coussins, Lead inspector

Additional Inspector

Chris Dowsett

Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized infant school.
- Most pupils are of White British heritage.
- The proportion of disabled pupils and those who have special educational needs supported at school action is above average. The proportion supported by school action plus or with a statement of special educational needs is above average.
- The proportion of pupils for whom the school receives pupil premium funding is well below average. This is additional government funding provided to give extra support to those pupils known to be eligible for free school meals and to children who are looked after.
- The school makes provision for the Early Years Foundation Stage in three Reception classes.
- The school provides a daily breakfast and after-school club. These are managed by private providers and not included in this inspection.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching so that all pupils make rapid and sustained progress by:
 - ensuring that all teachers consistently provide pupils with clear explanations and instructions and check that they understand what to do before they start work so that they are fully engaged in learning
 - ensuring that the most-able pupils have more consistent opportunities to demonstrate their high levels of achievement and work at a faster pace than others.

Inspection judgements

The achievement of pupils is good

- Pupils' attainment by the end of Year 2 is significantly above national averages in reading, writing and mathematics.
- The progress of all groups has increased rapidly throughout the school since the previous inspection due to improvements in teaching, and is now good and sometimes outstanding.
- Children start in the Early Years Foundation Stage with skills and knowledge above the levels expected for their age. They get a good start in the Reception classes, settling well into school routines, and develop as confident learners who are able to work on their own in class and make good progress. They are well prepared to move into Key Stage 1. In 2013 the proportion that achieved a good level of development was above that found nationally.
- Progress seen in pupils' books and the school's own information about pupils currently in the school show that pupils are on track to further improve attainment by the end of Year 2 this year.
- The school has worked relentlessly to tackle the issues for improvement in the previous inspection and correctly identified relative weaker aspects from the 2013 assessments at the end of Year 2.
- In reading and writing, the gap between the achievement of boys and girls has narrowed and attainment has been rising steadily. Pupils' writing, including handwriting, improved considerably in 2013 from previous years. Pupils have many opportunities to write and apply their skills in a range of subjects for different reasons. All classes are read to five times a day. This enhances their vocabulary and has a positive impact on the quality of their writing.
- Pupils' knowledge of phonics (the sounds that letters make) is good. The proportion of pupils who reached the required level in the 2013 Year 1 screening check was above average. Pupils know, understand and use a range of strategies to help them read unfamiliar words and have good levels of comprehension. The school has fairly recently changed its approach to teaching reading. The new books are highly motivating for all pupils and boys in particular. Pupils are enthusiastic readers because reading for enjoyment is promoted well across the school.
- In mathematics, standards, although above average, remained the same in 2013. The school correctly identified that using and applying mathematics was a relatively weaker area as well as the achievement of girls, which lagged behind that of boys. Effective action has helped to narrow the gap between girls and boys. Teachers have focused on providing more problem-solving activities, boosting the confidence of girls, and working with a local grammar school to provide positive role models for pupils in learning mathematics.
- In 2013, the proportion of pupils who achieved the higher level in reading, writing and mathematics by the end of Year 2 was above average. This proportion is likely to increase this year based on pupils' work and their current progress.
- The attainment of the small number of pupils eligible for additional funding in 2013 was below that of their classmates. Currently, eligible pupils are making more rapid progress in reading and writing and the gaps are narrowing. In mathematics the gap has closed and progress is similar for all pupils.
- Disabled pupils and those with special educational needs make good progress from their starting points. They receive effective support, especially from skilled teaching assistants.

The quality of teaching is good

- Teaching has improved since the previous inspection. Teaching is good and sometimes it is outstanding. This is shown from the school's own checks on teaching and from reports from external advisers. As a result of improved teaching, pupils' achievement continues to rise and they are making faster progress.
- Throughout the school there are good relationships between teachers, teaching assistants and

pupils and, as a result, pupils want to do well and work hard. Skilled teaching assistants work effectively with class teachers and make a valuable contribution to pupils' learning.

- Children are taught well in the Early Years Foundation Stage. They are motivated by interesting activities and encouraged to explore and find things out for themselves. Children were very excited about a forthcoming farm visit, which gave a real purpose to their writing. They wrote questions to ask the farmer and riddles to 'guess what animal I am', demonstrating a good level of imaginative writing skills. These included writing in sentences, using capital letters and full stops and correct letter formation.
- Teachers are good role models for pupils and foster a culture of care and respect. Classrooms are attractive and stimulating. Displays and the use of information and communication technology are motivating and support learning well, for example, to share pupils' work and discuss what improvements could be made.
- Teachers and other adults create a positive climate for learning and plan lessons that encourage pupils to be resourceful and creative. As a result, pupils are enthusiastic, happy learners.
- There are some excellent examples of marking and feedback to pupils that give them clear pointers about how to improve their work. Pupils are also encouraged to evaluate their own and others' progress and successes. Two pupils writing stories explained how reading their work aloud to each other helped them, because 'then you can hear if it doesn't make sense and make suggestions to make it sound better'. These opportunities really help pupils' learning.
- Teaching is not outstanding because on a few occasions, teachers' instructions and explanations are not explicit enough. As a consequence, pupils are not clear about what they should be doing and learning is hindered. Occasionally, some of the most-able pupils do not have opportunities to demonstrate their high standards because they work at the same pace as others.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. They are welcoming to visitors, very friendly and keen to talk about how much they enjoy school and have fun. This is reflected in their above average attendance.
- Pupils are proud of their school and have very good attitudes to learning. Their relationships with one another and with adults are very positive. They are respectful and work and play together very well. As a result, the school atmosphere is calm, purposeful and productive.
- Behaviour around the school, in the playground and during assemblies is outstanding. Very occasionally when the challenge or pace of a lesson slows, a few pupils become distracted and lose their focus on learning. This is why behaviour is not outstanding overall.
- The school's work to keep pupils safe and secure is good. Pupils say they feel very safe in school and well looked after. They have a clear understanding of risk and personal safety, strongly reinforced by the school.
- Pupils say that they are not aware of any bullying in school. They have a good awareness of the different forms of bullying that could occur. If anyone should be unkind they are confident that adults will sort things out quickly and fairly. 'Playground Pals' enjoy their responsibilities to make sure that 'everyone has a friend to play with and no one is sad or upset'.
- All parents and carers who responded to the questionnaire think that their children are happy in school and feel safe. The overwhelming majority think that children are well looked after and behave well.

The leadership and management are good

- The headteacher provides highly effective leadership for the school. She is determined to provide the best possible opportunities for pupils and promotes their learning, safety and happiness at school above all else. Her expectations for pupils and staff are high and governors and all staff share her ambition and commitment. Staff feel valued and are very positive about

the guidance and help they receive in meeting targets and improving their expertise.

- Rigorous checks are made on the quality of teaching and pupils' progress. The information gathered from formal observations, scrutiny of pupils' work and discussions with pupils contributes to the school development plan. This now provides clear direction for future improvements with specific timescales, targets and indicators of success, which was an area to improve in the previous inspection. Where any weaknesses in teaching are identified, good support is provided and improvement is expected.
- The issues for improvement in the previous inspection have been tackled with rapid and successful action. The impact of this work is shown, for example, in the considerable rise in achievement in writing in 2013, which is being sustained this year.
- The impact and effectiveness of leaders in charge of subjects have improved. They have a clear focus on improving teaching and learning and detailed action plans which are regularly reviewed.
- Since the previous inspection there have been successful improvements in important aspects of the school's work, teaching in particular, that have demonstrated a strong capacity for further improvement. Leadership and management are not yet outstanding, however. Although significant improvements have been made, achievement and the quality of teaching are not yet outstanding.
- The subjects and topics around which teachers plan pupils' learning are carefully chosen to develop key skills and meet the interests of the pupils. Plans are well underway for the new curriculum and leaders are making the most of the changes to be inventive and creative and ensure that pupils continue to find learning fun and enjoyable.
- A range of additional activities, trips and clubs enrich pupils' learning and provide them with memorable experiences.
- Pupils' spiritual, moral, social and cultural development is promoted very effectively as it permeates all that the school does. Pupils are given many opportunities to reflect on their learning and their personal achievements, their relationships and their aspirations.
- The school promotes equality of opportunity and is committed to including all pupils in all aspects of school life so that they all learn in a supportive, caring school without fear of any type of discrimination.
- Parents and carers are extremely positive about the school and all that it offers their children. Parents and carers are actively involved in school life. They appreciate the open door policy and the fact that the headteacher and staff are always ready to meet and talk with them.
- Additional funding is used in a variety of ways but mainly to fund extra adult support to work with pupils in literacy and numeracy and for specialist sports coaches to work alongside teachers to improve their skills in teaching physical education. The impact of spending is monitored carefully to ensure there are benefits for pupils.
- External advisers have provided a wide range of effective and valued support to the school following the previous inspection. They have worked well with the school and focused especially on successfully improving the quality of teaching, subject leadership skills and the school's approach to teaching reading.
- **The governance of the school:**
 - The governing body provides good support for the work of the school. Governors know the school well, visit classes regularly and are committed to its continuing improvement. Governors are well informed on how the school is doing in relation to other schools because they have a clear understanding of data on pupils' achievement. This enables them to challenge as well as support the school and hold it to account for its performance. They have a clear overview of the quality of teaching and the pay and promotion process. They are fully aware of how the school is spending additional funding and the impact this has on pupils' achievement. The governing body makes sure safeguarding arrangements meet statutory requirements and that finances are managed well.

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	137660
Local authority	Kent
Inspection number	431027

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

Type of school	Infant
School category	Academy converter
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	220
Appropriate authority	The governing body
Chair	Cynthia Jacobs
Headteacher	Jessica Bailey
Date of previous school inspection	29–30 May 2012
Telephone number	01322 523188
Fax number	01322 528706
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