

# Woodbridge Junior School

Grange Street, Alfreton, Derbyshire DE55 7JA

<b>Inspection dates</b>	6–7 July 2016
<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher provides inspirational leadership. Her high expectations are shared by staff, pupils and governors. Consequently, outcomes for pupils have improved rapidly since the last inspection and are now good.
- Senior and middle leaders share the ambition of the headteacher and together they constantly reflect on their practice to bring about improvements. They have a sound understanding of what the school needs to do to become outstanding.
- Governors have a thorough understanding of the school. They are rigorous in ensuring that leaders are held to account for the performance of pupils and teachers.
- Significant improvements have been made to the quality of teaching and learning since the previous inspection. As a result, the quality of teaching in the school is now typically good.
- Pupils consistently apply the school's six learning attitudes which stimulate excitement and enthusiasm. Consequently, behaviour in lessons and around the school is excellent.
- Pupils thoroughly enjoy school. They are polite, confident and keen to learn.
- Pupils develop their spiritual, moral, social and cultural development within an exceptionally safe and highly nurturing environment.
- The overwhelming majority of parents are of the view that their children are happy, extremely safe, well cared for and making good progress in their learning.

### It is not yet an outstanding school because

- Not all teaching is of the same consistently high quality as some of the most inspiring teaching in the school.
- The boys do not reach as high standards in writing as the girls.

## Full report

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

- Improve the quality of teaching further so that it matches that of the most inspiring in the school to enable all pupils to make outstanding progress.
- Accelerate the progress of boys in writing so that they attain similar standards to the girls by:
  - further developing their spelling, grammar and punctuation skills
  - ensuring that the boys can apply these skills accurately and confidently to different styles of writing.

## Inspection judgements

### Effectiveness of leadership and management is good

- The school has improved rapidly since the last inspection under the excellent leadership of the headteacher. She pursues a relentless mission to raise the aspirations of all pupils, irrespective of their background or circumstances, through providing a good education and the best-quality care.
- Every member of staff has high ambitions for the school. The school's vision statement, 'Confident Children, Inspired to Learn', is reflected in the commitment of all staff towards unlocking the potential in every child. There is a shared determination continually to drive forward the improvements that the headteacher clearly articulates to everyone in the school community.
- Senior leaders know the school extremely well. They know where its weaknesses lie through rigorous and accurate checking of teaching and learning, as well as through tracking pupils' progress and behaviour. As a result, school improvement is based on an accurate understanding of where improvements are needed.
- Senior leaders have established rigorous performance management procedures for all staff, including teaching assistants and midday supervisors. The management of teachers' performance is closely linked to pupils' progress. Staff are set clear expectations that rates of progress for all pupils will increase throughout the school. All staff who completed the questionnaire are proud to be a member of staff at Woodbridge and enjoy working there. As a result, teaching is effective.
- The headteacher is strongly supported by the deputy headteacher and assistant headteacher. Together, they are building a team of middle leaders who are managing their areas of responsibility well. Subject leaders work effectively alongside teachers and teaching assistants to help them improve aspects of their practice. Consequently, staff are highly motivated and are continually striving for excellence in all aspects of their work. However, senior leaders know that there is more to do to ensure that all teaching matches the best teaching in school.
- The curriculum provides good opportunities for pupils to gain experiences that broaden their horizons through interesting topics and special curriculum focus days. Pupils have good opportunities to develop and use their basic skills across different subjects. Pupils enjoy a range of other interests with a strong emphasis on the arts, sport, music and outdoor learning which increase their enjoyment and enthusiasm for learning.
- Pupils' spiritual, moral, social and cultural development is a key priority and is interwoven into all aspects of school life. Pupils enjoy a wide range of opportunities to be taught about, and experience at first hand, practices from a range of faiths and cultures different from their own. These are encountered through trips, visits and assemblies. In this way, and through relentless teaching about important core values, such as respect and tolerance, pupils are well prepared for life in modern Britain.
- Senior leaders promote equality of opportunity and tackle discrimination well. The achievement of different groups of pupils is checked regularly and an appropriate range of support activities are provided to ensure that gaps in attainment between different groups are narrowed. As a result, pupils for whom the school receives pupil premium funding are making at least similar rates of progress to their peers, and sometimes better.
- Senior leaders regularly monitor the progress of pupils through observing lessons, using evidence from pupils' work and reviewing assessment information. Consequently, almost all groups of pupils are making better progress since the previous inspection. However, although the gap is closing, girls continue to outperform boys in writing.
- The effective use of the additional sports funding is making a positive difference to pupils' health and well-being. The enthusiastic work of pupil mini-leaders is increasing activity levels at break and lunchtimes. Pupils are keen competitors who love to take part in local competitions. Almost all pupils participate regularly in sporting opportunities.
- Leaders ensure that pupils who have special educational needs and/or disabilities receive high levels of care and support. Leaders take effective action to ensure that any barriers to learning are addressed swiftly and pupils are not held back in any way. As a result, pupils make good progress in lessons and over time.
- Parents are overwhelmingly positive about the rapid improvements evident in the school. The headteacher is held in high regard by all parents for her unwavering commitment and determination to succeed. One parent said, 'The headteacher is a credit to this school' and another summed up the views of many saying, 'The school is great and I wouldn't send my children anywhere else'. Communication with parents is excellent. Parents love the class 'dojo'. This enables them to message class teachers directly to find out how many points their child has earned that day, as well as to see photos from the day.

## ■ The governance of the school

- Governors are committed to continuous improvement. They are very supportive of the headteacher and share her aspiration for the school to be outstanding. The appropriate balance of challenge and support which they provide is ensuring that the school is making strides in this direction.
  - Governors are regular visitors to school. They celebrate the strengths of the school and know where the areas for improvement are. They have helped to oversee the improvements made since the previous inspection, particularly in improving the quality of teaching and learning through challenging poor performance.
  - Governors manage the school budget carefully. They ensure that funds are used well to support disadvantaged pupils, as well as improve the quality of provision for sport and physical education.
  - Governors access training regularly to help them fulfil their responsibilities well. For example, they have recently received training in helping to keep pupils safe from radicalisation and extremism.
  - Systems for managing the performance of staff, including the headteacher, are rigorous. Governors check that targets have been met and that self-evaluation, school development planning and objectives for staff are linked to ensure they result in further improvement.
- The arrangements for safeguarding are effective. All statutory requirements are met. Senior leaders and governors have established a culture of high vigilance. This is confirmed by a parent who commented, 'All the staff are professional and competent and can be seen and heard to be keeping children safe and secure.' All staff receive regular training to enable them to be rigorous in their safeguarding duties.

## Quality of teaching, learning and assessment is good

- The quality of teaching and learning has improved since the last inspection and is now typically good. This is because teachers now have much higher expectations of what pupils can achieve.
- The teaching of reading is highly effective. Pupils enjoy reading for pleasure as well as for gathering information to help them in their work. All classrooms have well-resourced book areas and pupils are encouraged to read regularly at home. As a result, pupils achieve highly at the end of key stage 2.
- In all classrooms, adults build extremely positive relationships with pupils based on mutual trust and respect. Pupils feel confident to take risks without fear of failure and are secure in asking for help when needed. Consequently, pupils enjoy their learning, respond well to instructions from adults and settle quickly to their tasks.
- The best teaching successfully engages and motivates pupils with learning based on real-life experiences, using high-quality resources. This promotes very positive attitudes to learning. For example, in a Year 3 literacy lesson, pupils worked in groups to write a scene for a play using notes from the previous lesson, puppets, checklists, speech strips and large, coloured, cardboard scene planners. As a result, all groups completed their scene successfully and made good or better progress. Leaders have not yet consistently secured this high-quality teaching across the school.
- The school's marking policy is followed consistently by all staff. Teachers' comments and feedback typically make clear how pupils can improve their work. Teachers effectively use the information they gather from marking pupils' work to inform their planning of subsequent lessons. This ensures that pupils of all abilities are generally provided with challenging work which helps them to make good progress.
- The teaching of spelling, punctuation and grammar has improved as a result of appropriate training for all staff, including teaching assistants. Pupils are becoming more confident in using their phonics knowledge to help them with their spelling. They understand the need to use good punctuation and are developing a better understanding of the technical vocabulary associated with grammar. However, the boys' spelling, punctuation and grammar skills are not as good as those of the girls and they do not always apply these skills effectively when they are completing their own writing composition.
- Mathematics is taught well. It is made exciting for the pupils because it is frequently based on real-life learning and, as a result, pupils can see the value of solving mathematical problems. All staff are confidently developing the mastery approach to the teaching of mathematics.
- Teachers are skilled at assessing pupils' learning during a lesson and adjusting it according to how well pupils are doing. For example, they frequently ask probing questions that cause pupils to think carefully. They also give pupils time to talk together to share their thoughts before asking them to explain their answers. This helps to deepen pupils' understanding and promotes effective learning.

- Teaching assistants are a valuable resource in all classes. They are well trained, well deployed and work closely with class teachers in the planning and evaluation of lessons. As a result, they have a positive impact on the progress of pupils. Teaching assistants are taking a leading role in developing outdoor learning through training as Forest School leaders as the school begins to develop this enrichment opportunity for all pupils.
- All classrooms are attractive places that celebrate pupils' work and provide them with helpful learning prompts and examples of how to make their work better.
- Pupils enjoy homework. This is always based on improving basic skills, and ranges from researching topics to model-making. Homework is effective in consolidating pupils' knowledge and skills. Consequently, it is making a positive contribution towards pupils' achievement.

## **Personal development, behaviour and welfare is outstanding**

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is outstanding.
- The school is highly committed to developing each pupil academically, emotionally and socially. Pupils are confident and know that they are highly valued. The school's values permeate every aspect of school life and, as a result, pupils develop respect and empathy for others.
- Pupils feel very safe in school. They have a good understanding of how to keep themselves safe in a variety of situations, including when using the internet. Pupils are adamant that bullying is extremely rare at Woodbridge and have full confidence in all adults to deal with any concerns.
- The school provides outstanding care and support for vulnerable pupils through a unique personalised mentoring programme. The pastoral care manager ensures that each pupil receives an appropriate range of care and support and monitors carefully the impact this has on pupils' well-being. As a result, pupils settle well in school and achieve good or better outcomes in their learning.
- The Woodbridge woodland characters, associated with the school's attitudes for learning, are displayed all around the school and are recognised by all pupils. These attitudes underpin every aspect of school life and encourage pupils to take responsibility for their own learning, behaviour and choices. This promotes a strong 'can do' culture and, as a result, pupils have excellent attitudes to learning.
- Pupils are proud of their school. This is reflected in their work which is neat, tidy and well presented. The school site is clean and litter-free, well maintained and welcoming. Pupils with specific roles and duties, such as eco-warriors, play leaders and buddies, are diligent in helping others.
- Pupils' attendance is consistently high. Senior leaders are quick to step in and provide help and support for families to ensure that pupils attend regularly, such as the pick-up and drop-off service. The school runs a breakfast club which serves breakfast and provides many activities for pupils. The provision of a happy, warm and relaxed start to the day effectively supports pupils whose attendance or punctuality may be causing concern.

### **Behaviour**

- The behaviour of pupils is outstanding.
- Pupils' excellent attitudes to learning ensure that they are keen to learn, able to move around the classrooms calmly and are ready to begin their work promptly, with no time wasted.
- All adults, including midday staff, say that pupils are polite and considerate to them and each other. Pupils display high levels of self-discipline and a mature ability to manage their own behaviour. Pupils get on well with one another and are supportive of each other. As one pupil said, 'Everyone just gets on here. It's great and I love it!' This reflects the extent to which pupils' spiritual, moral, social and cultural development is effectively promoted.
- The school prepares pupils very well to be responsible, thoughtful and active citizens of the 21st century. They enjoy opportunities to participate in democracy, for example through voting for school councillors and debating the recent European Union referendum. Pupils talk knowledgeably about British values and what it means to live in a free society.

## Outcomes for pupils

## are good

- Pupils' progress has accelerated since the previous inspection. The school's assessment information and work in pupils' books show that all groups of pupils generally make good progress from their starting points.
- In reading, progress is strong and at times exceptional. Pupils are avid readers who read widely. They talk enthusiastically about their favourite authors and the characters and events in books which they have read both at school and at home. Pupils increasingly understand the benefits of reading competently, both to gain knowledge and to help develop writing skills. This prepares them well for their move to secondary school.
- Pupils' work and the school's accurate assessment records show substantial improvement in pupils' rates of progress this year. The improving trend of attainment since the previous inspection is continuing. Most pupils now make at least the progress they should in reading, writing and mathematics because of improved teaching and greater rigour in monitoring pupils' progress. However, senior leaders know that more boys could make better progress in writing.
- Disadvantaged pupils make good progress. The gaps between them and other pupils are rapidly closing.
- The most able pupils make good progress overall. This is because they are provided with appropriate levels of challenge which help them to take their learning further, faster.
- Pupils who have special educational needs and/or disabilities receive exceptionally good-quality care and support. A close eye is kept on individual pupils and the pastoral care manager engages effectively with external agencies to secure specialised support as necessary. This is highly effective in promoting these pupils' success and, consequently, they achieve very well.

## School details

<b>Unique reference number</b>	112494
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10009106

This inspection 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>	141
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dean Mullett
<b>Headteacher</b>	Gayle Bacon
<b>Telephone number</b>	01773 833138
<b>Website</b>	<a href="http://www.woodbridge.derbyshire.sch.uk">www.woodbridge.derbyshire.sch.uk</a>
<b>Email address</b>	<a href="mailto:info@woodbridge.derbyshire.sch.uk">info@woodbridge.derbyshire.sch.uk</a>
<b>Date of previous inspection</b>	22–23 January 2014

## Information about this school

- The school is smaller than the average-sized primary school.
- Nearly all pupils are of White British heritage.
- The proportion of pupils who have special educational needs and/or disabilities is above average.
- The proportion of pupils supported through a statement or through an education, health and care plan is above average.
- The proportion of pupils for whom the pupil premium provides support is almost double the national average. This is additional government funding for pupils known to be eligible for free school meals and those who are looked after by the local authority.
- The school meets the government's current floor targets, which set the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The school meets requirements on the publication of specified information on its website.
- The governing body manages the breakfast and after-school clubs.

## Information about this inspection

- The inspector observed pupils' learning in eight lessons, five of which were observed jointly with the headteacher.
- The inspector scrutinised a sample of pupils' work.
- Discussions were held with pupils, staff, the chair of the governing body, the leaders of English and mathematics and a representative from the local authority.
- The inspector heard pupils read and looked at a number of documents, including: the school's own information about pupils' learning and progress; planning and monitoring documents; the school development plan; records relating to behaviour and attendance; safeguarding information; health and safety information.
- The views of parents were gathered through the 27 responses to Parent View, Ofsted's online questionnaire, and the 21 responses to Ofsted's free-text service. The inspector also talked with parents at the beginning of the school day.
- The questionnaires completed by 13 members of staff and 22 pupils were also considered.

## Inspection team

Dorothy Bathgate, lead inspector

Her Majesty's Inspector



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