

# Wood Green Junior School

Hobs Road, Wednesbury, West Midlands WS10 9BW

## Inspection dates

8–9 December 2016

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- Wood Green Junior School has improved significantly since the previous inspection.
- Improvement continues at a good pace because of the leadership and determination of the headteacher, other school leaders and governors.
- Pupils' leadership in the school is excellent. Pupils play a significant role in school life and learn many skills that will be useful in later years.
- Wood Green Junior School is inclusive; all are treated fairly and equally.
- Pupils' progress is generally good and attainment is rising across the school.
- Staff make very regular and thorough checks of pupils' progress. This ensures that anyone who starts to fall behind is quickly spotted and given help to catch up.
- Groups of pupils, including those who have special educational needs and/or disabilities, those who need to catch up and the disadvantaged, do well because they receive the extra help they need. Some of the most able, however, are capable of more.
- Teachers give pupils a clear understanding of how to improve their writing and mathematics work. In reading, their advice to pupils could be better.
- Skilled subject leaders, and their 'buddies', drive improvements in the quality of teaching and learning. Even so, some school improvement plans are rather vague.
- Pupils' personal development is strong. They are growing into well-rounded citizens. They can articulate their own views while respecting other people's rights to hold and express different views.
- Key values such as honesty are promoted strongly by staff and reflected in pupils' positive attitudes and good conduct.
- Pupils behave well. They, and their parents, say that they feel happy and safe at school.
- Some parents report that lines of communication between school and home are unclear, and feel that their concerns are not handled well.
- The school's website does not fully conform to current requirements.

## Full report

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

- Improve the quality of teaching to further raise pupils' achievement by ensuring that:
  - the most able pupils are routinely given sufficient challenge to stretch their knowledge, skills and understanding
  - pupils receive the guidance they need to enable them to improve their reading skills.
- Strengthen the impact of leadership and management by:
  - sharpening improvement plans so that areas for development are tightly defined
  - seeking ways to improve the school's relationship with parents, particularly communication between school and home, and the school's response to parents' concerns
  - ensuring that the school's website is fully compliant with the Department for Education's requirements.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- School leaders, governors and staff share a strong determination to see the school build further on the good improvements made since the previous inspection.
- Wood Green Junior School is an inclusive school. Pupils of all backgrounds and both sexes work and play together harmoniously. Pupils are vociferous, saying: 'It's OK to be different; we would all be disappointed and angry if any of us were bullied because we are different.'
- The headteacher's high expectations of everyone, including herself, drive the school forward. One member of staff said, 'Her maxim is: If it isn't good enough for my children, it's not good enough for your children'. She demands the best from staff. She expects parents to send their children to school regularly, on time and in the correct uniform. She has established a school culture where everyone is proud of themselves, their achievements and their school.
- All staff are listened to and help to shape the future direction of the school. However, some of the identified school improvement points are rather vague. As a result, it is sometimes difficult for leaders to evaluate the full impact of actions to drive improvement.
- Teachers and school leaders' frequent analysis of information about pupils' progress enables them to spot pupils falling behind and change their learning quickly.
- Subject leadership is effective and their close work with a 'buddy' partner from the federated school is a notable strength. Staff from the two schools share ideas and benefit because they 'bounce' ideas off one another. As one said, 'Two leaders are quite literally better than one!' They ensure consistency between the two schools which helps pupils when they move up from the infants to the juniors.
- The management of the provision for pupils who have special educational needs and/or disabilities, including the additional resource provision, is good. Every pupil is known as an individual. Staff champion the needs of these pupils and ensure that extra help is tailored to meet them. The inclusion manager works closely with outside agencies and the local authority to access extra specialist help for pupils.
- Staff morale is high. Nine out of every 10 responses to Ofsted's staff survey agreed that the school has improved since it was last inspected. A similar proportion feel that they are well supported by leaders, who treat them fairly and with respect. All feel that they have a clear understanding of the goals the school aims to achieve.
- Leaders nurture staff to develop their expertise and deploy them where their skills can be most effective. As a result, staff such as the facilities manager and computer technician are highly effective and passionate about their job. For example, the school's computer technician has created website pages to help parents support their children's learning at home.
- The curriculum is appropriate and equips pupils with the skills they need. Pupils practise and hone their writing skills in subjects other than English, which is an improvement since the previous inspection. Pupils are enthusiastic and like the

interesting and engaging activities on offer. For example, the Egyptian dance class providing the 'stunning start' to a Year 4 topic, or the 'marvellous middle' Year 5 visit to a science museum. Parents say that they like the 'showcase' ending to topics when their children tell them all about their learning. Pupils, too, enjoy these opportunities. They summarise and articulate their learning and practise speaking aloud.

- Pupils' spiritual, moral, social and cultural development is good. Staff regularly promote values such as honesty in the everyday life of the school. This has a positive impact on pupils' attitudes.
- Pupils' understanding of British values is good too. One said, 'It's good to be in a democracy; it is fair because we can all have a say!'
- Leaders spend additional pupil premium funding effectively to support disadvantaged pupils with their learning and in other ways, such as attendance at breakfast club. The progress of these pupils is as good as that of their peers.
- Pupils and staff gain from the effective use of the additional funding for primary school sports. Pupils enjoy a wide range of activities, including fencing, and teachers learn from working alongside specialist coaches.
- Links through the local schools' learning community benefit pupils and staff. Pupils enjoy competitive events, such as the 'English quiz'. Staff share good ideas to improve learning and develop a common approach.
- Links with the local high school are good. Pupils gain by using the high school's specialist facilities and resources and leaders meet to ensure a smooth transition between schools.
- Support from the local authority is strong. In particular, help and advice has led to improvements in teaching and learning and stronger subject leadership.
- Parents told inspectors that they are pleased with their children's learning. However, some parents feel that the school does not communicate clearly with them, and does not respond well to concerns they raise. Parents' responses to Parent View, Ofsted's online survey, were similar. A little under half of parents would recommend the school, a drop in parents' level of satisfaction since the previous inspection. Inspectors agree that the school could communicate with parents, and handle their concerns, better.

## **Governance of the school**

- Governance is effective.
- Good use is made of each individual governor's skills and expertise. The structure of the governing body is effective and meetings run efficiently.
- Governors use the school's information about pupils' progress well to gain a clear view of how well pupils learn. Information is compared with that from other sources to check that it is consistent and to inform the questions governors ask school leaders.
- Governors' regular visits to the school help them to form an independent view and gain greater insight into how the school functions and its effectiveness.
- Prudent spending decisions are firmly based on improving the quality of education provided. Governors check that additional funding, such as pupil premium, is used

effectively.

- Governors' oversight of the performance of staff, including the headteacher, is rigorous. Independent advice is sought and proper processes are followed.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- School leaders' vigilance ensures that safeguarding is a priority and that everyone plays their part in keeping pupils safe.
- Regular training, undertaken by staff and governors, means that awareness levels remain high. All receive appropriate updates.
- All staff receive training in all aspects of safeguarding and the 'Prevent' duty. This training equips staff with the up-to-date knowledge they need to detect pupils who are potentially vulnerable so that action to intervene can be taken quickly.
- Staff understand how to raise concerns with the designated lead for safeguarding. Effective systems carefully record and note such concerns.
- Relationships with outside agencies are strong. Swift action is taken to address any concerns and to seek appropriate help for vulnerable pupils and their families.
- Pupils receive the advice they need in order to understand risks and keep themselves safe. For example, during the inspection, specialists ensured that the eldest pupils had an appropriate awareness of child sexual exploitation.
- Checks on the suitability of staff, governors and regular volunteers are thorough. Documentation is comprehensive.
- During building work, all contractors entering the site are checked and staff are vigilant in checking that fences remain secure and pupils are kept safe.

## **Quality of teaching, learning and assessment**

**Good**

- The quality of teaching has improved since the previous inspection. Areas for improvement have largely been addressed. For example, teachers' expectations of pupils' achievement are higher, including how they present their work.
- Classes run smoothly because relationships between staff and pupils are positive. Pupils who responded to Ofsted's online survey overwhelmingly agreed that their teachers make sure that they understand and help them to do their best.
- Pupils' attitudes to learning are good. They want to learn and do well. They tackle the unknown with confidence and strive to improve.
- Pupils routinely look for information to help them if they are stuck. In Year 6, for example, a girl checked a display of previous work to clarify her thinking and enable her to succeed. She was rightly proud of herself.
- Teachers deploy teaching assistants effectively. Teaching assistants' good training, knowledge and expertise enable them to give pupils the help they need to make progress.

- Phonics is taught well. Pupils that transfer from their previous school having not reached the expected mark in the key stage 1 screening checks receive good-quality extra help, and most catch up quickly. Subject leaders' analysis of the 2016 reading results identified that pupils could read words but not always with understanding. As a result, more teaching is aimed at building pupils' comprehension skills.
- Writing skills, such as grammar and punctuation, are taught well. Skills are practised and honed in purposeful and relevant activities in subjects other than English. This is an improvement since the previous inspection.
- Basic mathematical skills, such as calculation, are taught well. Pupils' workbooks show many more opportunities for pupils to solve problems than was the case last year. As a result, pupils' ability to reason and apply what they already know is improving at a good rate.
- The teaching of pupils who have special educational needs and/or disabilities, including those supported by the resource provision, is effective. Tasks are closely tailored to each pupil's individual needs. Pupils see the gains in learning they make, and feel good about themselves. As a result, pupils learn successfully alongside their peers.
- Effective extra help for pupils who need to catch up, and those who are disadvantaged, ensures that they do well. These pupils have rightly been a particular focus of the school. The most able pupils, however, have had less challenge. In the pupil survey, only one quarter of pupils said that work was always challenging. The exception to this is the small proportion of most able disadvantaged pupils, who receive similarly effective support as other disadvantaged pupils and do very well.
- Teachers' feedback to pupils is strong in writing and mathematics. In these subjects, pupils clearly understand the 'gap tasks', those areas they need to improve, and act upon advice. As a result, progress is good. In reading, however, pupils are less clear about how to improve because guidance is less precise.
- Staff provide homework that requires pupils to practise and reinforce learning done in school or helps to prepare them for future lessons. However, some parents state that they are unclear precisely what is expected of their children or themselves.
- About seven out of every 10 parents who responded to Parent View feel that teaching is good, a similar proportion to when the school was previously inspected.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Four out of five parents, in their responses to Parent View, agreed that their children are happy at school. Pupils who responded to their online survey were also positive, with two thirds stating that they are always happy at school.
- Pupils' positive attitudes assist their learning. Leaders' careful analysis of test results recognised pupils' dependence on adults and that, in the past, pupils lacked confidence when trying to figure something out. Now, pupils know what to do when they are stuck. They understand the meaning of 'resilience'.
- Pupils' leadership is exceptional. They accept responsibility very willingly and teachers

provide an excellent range of meaningful opportunities for pupils to do so. For example, good-work assembly is led by house captains who praise and reward pupils, but also ask them challenging questions, such as 'What do you see yourself doing when you grow up?' Every pupil, at one time or another, is a class ambassador, clearly able to articulate the classroom ethos and current learning priorities. The head boy and girl walk the site with the facilities manager and point out how the site might be improved for pupils. All pupils who responded to their survey agreed that their school encourages them to take responsibility.

- Pupils enjoy 'tea' with the headteacher, when they discuss and celebrate their learning and achievements.
- Assemblies are special times. Led largely by pupils, these occasions highlight achievement and help to build a 'can do' ethos. Learning is not seen as something that happens only in school; achievements out of school are recognised and celebrated as an important aspect of the 'whole' pupil.
- Pupils' understanding of how to stay safe when using the internet is good. They understand the potential hazards of social media and use equipment safely.
- Pupils enjoy the before- and after-school clubs. They benefit from the activities, and enjoy one another's company. All responses to their online survey agreed that the school encourages them to look after their physical health.

## **Behaviour**

- The behaviour of pupils is good, as it was at the previous inspection. Pupils continue to enjoy learning and try hard. In their responses to the survey, the overwhelming majority said that their teachers encourage them to be friendly towards other pupils.
- Pupils' behaviour has improved over the last year since the introduction of a new approach to behaviour management. Pupils know the rules and usually stick to them. They respond positively to rewards and adults' praise, and incidents of poor behaviour have decreased significantly. Two thirds of parents who responded to Parent View felt that the school makes sure that pupils are well behaved.
- The small number of pupils who do struggle to manage their own behaviour are well supported by staff. Staff are firm and consistent. Misbehaviour is treated similarly by teachers and teaching assistants alike.
- Pupils move around the building and school grounds sensibly and safely, which is particularly important during the building works.
- All pupils who responded to their online survey said that they feel safe in school. Four out of every five parental responses to Parent View agreed.
- Pupils say that bullying happens but staff resolve it. Pupils know that there is an adult at school they can talk to if something is worrying them. However, communication with parents of bullied pupils is sometimes insufficient. As a result, these parents can be left not knowing what is happening.
- Attendance is broadly average. Most pupils attend well and are punctual to school. The breakfast club is a good incentive, particularly to encourage punctuality. Pupils say, 'We get to relax, chat and play games together'. Any absences from school are nearly

always for valid reasons.

## Outcomes for pupils

**Good**

- Pupils' achievement has improved since the previous inspection. The strong focus on improving the quality of teaching and learning has very largely eradicated the weaknesses identified at that time.
- The progress of pupils currently in the school is good. The school's checks on progress and the quality of work in pupils' books show that the vast majority of pupils make good or better progress.
- Progress in reading is good. It has accelerated because of the clear focus on improving pupils' comprehension skills. However, teachers' feedback to pupils about their progress in reading is not as helpful as that given in writing and mathematics.
- Progress in writing is strong. Pupils' good grasp of basic skills such as punctuation is honed in writing in subjects other than English. Pupils respond well to teachers' higher expectations of their handwriting, which is another improvement since the previous inspection.
- Progress in mathematics is good. This improvement is because pupils' opportunities to develop their reasoning and problem-solving skills have increased across the school and enabled pupils to deepen their mathematical understanding. Pupils' books show good-quality work.
- By 2015, pupils' attainment by the end of Year 6 was broadly similar to the national average. In 2016, this fell away, although national changes to assessment mean that the results for the two different years are not comparable. Nevertheless, leaders analysed the results, noted that reading results were not as strong as those seen in writing and set about making appropriate changes to teaching.
- Pupils who have special educational needs and/or disabilities, including those supported by the resource base provision, make good progress from their differing starting points. They are well supported in their learning. This is evaluated regularly to make sure that it is having a positive impact on their learning. Pupils in the resource base provision thrive. Staff equip them with the social skills to relate to other pupils. In lessons, pupils feel good about themselves and are motivated because they recognise the improvements they make.
- Disadvantaged pupils make good progress, although their progress in writing and mathematics is stronger than that made in reading. Extra help they receive is closely tailored to their needs. For example, speech therapy builds pupils' confidence so that they feel able to participate. Their self-esteem is boosted, and they flourish and participate fully in lessons and the wider life of the school.
- Pupils who need to catch up make good progress. Teachers tailor extra help to their needs, check that it is effective and change it if not.
- The most able pupils do not achieve as well as they are able to. Many tasks they are given do not have the challenge they need. The exception is the most able disadvantaged pupils. Funding enables these pupils to receive extra help, and staff recognise when the pupils are ready for more advanced work. Consequently, this group



of pupils do well.

- Pupils who speak English as an additional language make rapid progress once they have the extra help to enable them to acquire understanding of English. Other pupils from minority ethnic groups also do well. These pupils often demonstrate a particularly strong work ethic.
- Pupils do well in the foundation subjects. Leaders' checks show that about seven out of every 10 in the eldest two years, and eight out of 10 in the youngest, reach age-related expectations. The difference is because, over time, pupils' attainment when they join the school is improving. In science, lessons often include practical investigations for pupils to get their teeth into, use what they already know to solve problems and then figure out how they can apply their new learning. In computer studies, excellent use of visiting experts has enthused pupils. Pupils experienced new 'virtual reality' technology, for example Year 3 walked with dinosaurs. This has had a positive impact on their subsequent work.

## School details

Unique reference number	103913
Local authority	Sandwell
Inspection number	10020008

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	233
Appropriate authority	The governing body
Chair	Lesley Turner
Headteacher	Carla Clarke
Telephone number	0121 556 0377
Website	<a href="http://www.albertpritchard-woodgreen.co.uk/">www.albertpritchard-woodgreen.co.uk/</a>
Email address	<a href="mailto:carla.clarke1@woodgreen-jun.sandwell.sch.uk">carla.clarke1@woodgreen-jun.sandwell.sch.uk</a>
Date of previous inspection	25–26 September 2014

## Information about this school

- The school does not meet requirements on the publication of information about the impact of additional funding on its website.
- Wood Green Junior School is federated with Albert Pritchard Infant School. The two schools share a governing body and an executive headteacher.
- The school is slightly smaller than an average-sized primary school.
- There are two classes in each year group.
- The majority of pupils, seven out of every 10, are from White British backgrounds. Of the remainder, the largest groups are of Bangladeshi, Indian or Pakistani backgrounds.
- The proportion of disadvantaged pupils supported by pupil premium funding is above average.
- The overall proportion of pupils who receive support for their special educational needs

and/or disabilities is above average. The school operates a focused resource provision for pupils with complex communication needs.

- In 2016, the school met the government's floor standards, which are the minimum expectations of pupils' attainment and progress in English and mathematics by the end of Year 6.
- The school operates a breakfast club before school, five days a week.
- At the time of the inspection, the school was undergoing significant building works in preparation for expansion.

## Information about this inspection

- The inspectors visited all classrooms. Some visits were conducted jointly with the headteacher or the deputy headteacher. In addition, the inspectors observed small groups of pupils being taught.
- The inspectors looked at work in pupils' books and listened to pupils read.
- The inspectors observed pupils in other activities and as they moved around the school.
- The inspectors held meetings with the headteacher, other leaders, teachers, other staff and governors. Inspectors also met with a representative of the local authority.
- The inspectors met with pupils to discuss their experiences at school.
- The views of 52 parents who responded to the online questionnaire, Parent View, were taken into account. The inspectors also held informal discussions with parents. The inspectors considered the views of 29 members of staff and 147 pupils who responded to their online surveys.
- The inspectors looked at a range of school documents and information. These included the school's development plan, checks on the quality of teaching, curriculum plans, minutes from governing body meetings, and pupils' behaviour and attendance records. The inspectors also looked at arrangements for, and records of, safeguarding procedures.

## Inspection team

Robert Greatrex, lead inspector	Ofsted Inspector
Tracy Stone	Ofsted Inspector

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