

Inspection of West Bridgford Junior School

Exchange Road, West Bridgford, Nottingham, Nottinghamshire NG2 6DB

Inspection dates: 23 and 24 November 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Previous inspection grade	Outstanding

This school was last inspected 14 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection.

What is it like to attend this school?

Pupils enjoy coming to West Bridgford Junior School. They like learning and socialising with their friends. Pupils say that bullying does not happen very often at this school. They trust the adults to listen to them if they have any worries. Any rare instances of bullying are dealt with appropriately by staff.

Leaders and staff have high expectations that pupils, including those with special educational needs and/or disabilities (SEND), will achieve well and concentrate in their lessons. Pupils live up to these expectations. They are polite, greeting visitors with a courteous 'good morning'. They play sensibly on the playground, making good use of the play equipment that is provided for them.

Most pupils are based at the main school site on Exchange Road. Pupils in Year 5 have their lessons at a nearby annex site known as 'The Cottages'. These pupils walk sensibly to and from the main site to have their lunch or to attend an assembly. They are well supervised by the adults who walk with them.

Every parent who expressed an opinion said that their children are happy, safe and do well at this school.

What does the school do well and what does it need to do better?

Leaders and staff are determined that pupils will have every opportunity to become keen readers. Some classes have 'book loan' boxes. Pupils bring in books that they have enjoyed reading at home. Other pupils can borrow the books that their friends recommend. Teachers read frequently to pupils. Every class has a poetry bag. It contains poetry books, a hot chocolate sachet and some paper for notes and drawings. Pupils can take the bag home. They are encouraged to snuggle up with a hot chocolate drink and enjoy reading poetry with their families.

Those pupils who join the school still at the early stages of learning to read are provided with books that are at the right level for them. This helps them to build their confidence. Pupils in Year 3 have regular phonics lessons to ensure they can learn to read and spell words correctly.

Pupils behave well in lessons. They pay attention, concentrate on the tasks they have been set and do not disturb others.

The curriculum in some subjects, including mathematics, is carefully planned and well taught. Teachers have strong subject knowledge. They check that pupils understand what they are being taught through frequent 'Fast in Five' quizzes. Teachers adapt their teaching and provide support for pupils with SEND so that they can achieve well alongside their classmates.

In some subjects, the curriculum is not as precisely planned. Some subject plans set out the activities that pupils will complete, but they do not state the most important knowledge that pupils must be taught and should be helped to remember. In subjects other than English and mathematics, leaders do not have a clear strategy to check that pupils are remembering what they have been taught in the long term.

Subject leaders have received training so that they understand their responsibilities. They have started to plan the curriculum and have ensured that provision for all pupils, including those with SEND, is effective. However, subject leaders do not have a clear oversight of the strengths and weaknesses of the areas that they are responsible for.

Leaders provide a wide range of opportunities to promote pupils' personal development. Pupils can go on a residential visit and listen to visitors talk about their careers. They are taught about the importance of staying active and eating healthily. Many pupils learn to play a musical instrument. The school's six 'Learning Champions', including 'Professor Perseverance' and 'Captain Curiosity', help pupils to develop a pride in their achievements. They are displayed around school as superhero characters to remind pupils of these important qualities.

Governance at the school is a strength. They provide an appropriate balance of support and challenge to leaders. Alongside senior leaders, they keep a careful eye on everyone's workload and well-being. This is appreciated by staff.

Safeguarding

The arrangements for safeguarding are effective.

All staff understand their responsibilities in relation to child protection. They know the signs of potential abuse to watch out for and how to raise any concerns they may have without delay. Leaders provide early help where it might be supportive to a pupil. For example, counselling is available.

Pupils learn how to keep themselves safe. They learn about the potential dangers of using modern technology, and about road safety and stranger danger. Pupils recognise that this is preparing them for when they will make their way to school independently as they grow older.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's curriculum is not yet sufficiently planned and sequenced in some subjects. However, it is clear that leaders have already taken action to plan next year's curriculum, and to train staff in how to deliver it. For this reason, the transition arrangements have been applied.

- The content of the curriculum in some subjects is set out clearly so that teachers know exactly what pupils must learn and when. Some foundation subjects are not as precisely planned. In these subjects, the most crucial knowledge that pupils must learn and remember is not explicit. Teachers cannot make sure that pupils remember the most important knowledge in the long term so that they can build securely on prior learning. Leaders must ensure that the content of every subject plan is set out sequentially and precisely and a strategy is in place to help pupils remember what they have been taught.
- Subject leaders do not have sufficient oversight of the areas they are responsible for. They cannot act swiftly to make improvements. Senior leaders must provide middle leaders with the support they need to fulfil their responsibilities.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	122600
Local authority	Nottinghamshire County Council
Inspection number	10199416
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	351
Appropriate authority	The governing body
Chair of governing body	Dr Lucy James
Headteacher	James Willis
Website	www.wbjs.com/
Date of previous inspection	8 and 9 May 2007 under section 5 of the Education Act 2005.

Information about this school

- The headteacher and deputy headteacher took up their posts in September 2019.
- The school does not use any alternative provision.

Information about this inspection

The inspector(s) carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors did deep dives into reading, mathematics, history, geography and physical education. They spoke with leaders, visited lessons, spoke with teachers and pupils, and examined pupils' work.
- Inspectors met with the headteacher, deputy headteacher, subject leaders, the special educational needs coordinator and the manager for pupils with SEND.

- Inspectors examined documentation relating to the safeguarding of pupils, including the single central record of recruitment checks. They spoke with staff and leaders about the safeguarding of pupils.
- An inspector met with six members of the governing body, including the chair. She spoke with a representative from the local authority by telephone.
- Inspectors met with parents at both sites as they brought their children to school. They took account of views expressed through the online surveys for staff and Ofsted Parent View. Inspectors spoke with three groups of pupils and several members of staff.
- A range of documentation was scrutinised. This includes the school's evaluation of the work it does, the school's development plan, minutes of governors' meetings and the most recent report from the local authority.

Inspection team

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