

Inspection of a good school: Darrick Wood Junior School

Lovibonds Avenue, Orpington, Kent BR6 8ER

Inspection dates: 12 and 13 June 2024

Outcome

Darrick Wood Junior School continues to be a good school.

The headteacher of this school is Andrew Kilgour. This school is part of the South Orpington Learning Alliance Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, James Turvey, and overseen by a board of trustees, chaired by Robert Sampson.

What is it like to attend this school?

Pupils are encouraged to understand the importance of treating everyone equally and with respect. They work and play well alongside one another. Staff know the pupils well and ensure the right support is in place for them. Pupils are safe and happy here. All this shows that the school's value, 'everyone matters here', is reflected in the school's work.

Pupils know what is expected of them and follow the school's rules. Pupil house captains reinforce key behaviour expectations and pupils respond well to these. Learning in the classroom is rarely disrupted.

The school provides a range of opportunities to spark pupils' interests outside of the taught subjects including over night stays in Year 4 and in Year 6. Enrichment clubs, such as archery, wildlife wonders and coding camp are popular. Many pupils learn to play musical instruments and perform in the school's bands and concerts. This helps to develop pupils' confidence and resilience.

One parent or carer commented, typical of many: 'The school is warm and welcoming. It absolutely views the children's social and emotional well-being as highly as their academic attainment.'

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

The school's curriculum clearly maps out what pupils should learn and the order in which it should be taught. The knowledge and skills that leaders intend pupils to learn develop systematically and are aspirational. This means that pupils typically build on what they

already know and have the knowledge needed to learn more complex and challenging content.

Teachers benefit from regular opportunities to develop their teaching approaches and skills and knowledge of the subjects they teach. Teachers routinely explain new learning clearly and they address pupils' misconceptions when they arise. In lessons, pupils have regular opportunities to recall and practise what they know. Typically, pupils recall prior learning effectively and develop their knowledge over time. Pupils are keen to learn new things.

The school swiftly identifies pupils who need further support in reading or have gaps in their phonics knowledge. Support is put in place to help pupils to catch up and keep up. Pupils read regularly throughout the school day. However, not all staff have had training to check errors accurately or teach strategies to help pupils blend and decode words independently. On occasion, this means that some pupils do not develop fluency in reading as rapidly as they could.

Staff identify pupils with special educational needs and/or disabilities (SEND). They work alongside a range of professionals to ensure the right support and resources are in place. This means pupils with SEND learn the same curriculum alongside their peers. Pupils with SEND are included in all aspects of school life and are provided the same wider opportunities.

The school has robust procedures to monitor pupils' attendance. Typically, pupils attend school regularly and they enjoy coming to school. If attendance rates drop, the school quickly takes action to support pupils and their families. For those few pupils, their attendance at school improves over time.

Pupils' personal development has been carefully thought through. The school encourages pupils to become responsible and active citizens. Pupils take on monitor roles that help keep the school clean and tidy or to maintain the upkeep of equipment. Junior travel ambassadors promote road safety. Pupils sing in the community at carol concerts or for senior citizens.

The school has a sharp focus on supporting the emotional well-being of pupils and the staff. Pupils are taught about keeping physically and mentally healthy. They are encouraged to stay safe online. Staff feel very well supported by the leadership team, including those responsible for governance and the trust.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Not all staff have had training to check errors accurately or teach strategies to help pupils blend and decode words independently. Occasionally, when pupils read, adults do not check accuracy or correct pupils' errors quickly or precisely. Leaders should make sure that all adults have the necessary training to enable them to systematically address reading accuracy and mistakes.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in October 2012.

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.

Further information

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

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	142697
Local authority	Bromley
Inspection number	10327670
Type of school	Junior
School category	Academy converter
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	380
Appropriate authority	Board of trustees
Chair of trust	Robert Sampson
Headteacher	Andrew Kilgour
Website	www.dwjs.co.uk
Date of previous inspection	5 June 2019, under section 8 of the Education Act 2005

Information about this school

- The school makes use of one alternative provider.
- The school operates and manages a breakfast and after school club.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: reading, mathematics and art and design. For each deep dive, inspectors met with subject leaders to discuss the curriculum, had discussions with staff and pupils, visited lessons and looked at samples of pupils' work. Inspectors also considered the curriculum in other subjects as part of this inspection.
- Inspectors scrutinised a range of documents, including leaders' evaluation of the school and priorities for improvement.

- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record of pre-employment checks; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors met with senior leaders, teachers and the wider school team.
- Inspectors met with the chair of trustees and other trustees.
- Inspectors met with the chair of the governing body and other governors.
- Inspectors met with the chief executive officer and other members of the trust executive team.
- They also considered responses to Ofsted's online surveys for parents, staff and pupils.

Inspection team

Kieran Bird, lead inspector

His Majesty's Inspector

Lisa Smith

His Majesty's Inspector

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