

Inspection of Wilbury Junior School

Bedford Road, Letchworth Garden City, Hertfordshire SG6 4DU

Inspection dates: 19 and 20 June 2024

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

The headteacher of this school is Chelsea Atkins. This school is part of Agora Learning Partnership, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Rebecca Daulman, and overseen by a board of trustees, chaired by Carol Shutkever.

What is it like to attend this school?

Pupils know and live up to the school values. They like to take on responsibilities, such as being a librarian or sports leader. These help them develop into responsible and trustworthy members of the school community. They are well prepared for the next stage in their learning because they develop into well-rounded individuals.

Pupils behave well. In class, they listen carefully to the teachers and each other. They understand the school's rules, which means that the school is calm and orderly. Occasionally, some pupils need gentle guidance and skilled support from staff to help them manage their feelings.

At playtimes, the activities are interesting and well organised. This helps to keep pupils engaged. At times, staff and pupils play together, helping pupils learn vital social skills. Pupils know their voices count because staff listen to their views and opinions. For example, pupils ask for specific play equipment and the opportunity to stay inside at playtime, which the staff arrange.

Pupils produce work of high quality because staff have high expectations. Skilled teacher partners work alongside teaching staff to help all pupils keep up. Across the curriculum, pupils achieve well. They leave well prepared for secondary school.

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

The school has devised well-structured subject plans. These plans identify the small steps of learning that pupils need to know to develop their knowledge securely. This enables teachers to plan activities and sequences of lessons that develop pupils' understanding. In most subjects, staff check what pupils understand and address misconceptions straight away. As a result, pupils' knowledge develops from solid foundations. They achieve well, overall.

The school has changed a few subjects to enhance pupils' subject-specific knowledge and vocabulary. Pupils' knowledge is developing well in these subjects, but there are some gaps resulting from these changes. In these subjects, the school does not use checks on pupils' understanding to adapt teaching to address gaps in pupils' knowledge.

The school prioritises teaching pupils to read. If a pupil needs help with phonics knowledge, skilled staff provide tailored and effective support for as long as necessary. This means that all pupils learn to read fluently. Staff listen to pupils read often. Pupils read books that match their phonics knowledge. This gives pupils the practice they need to read unfamiliar words independently.

The school identifies the needs of pupils with special educational needs and/or disabilities (SEND) promptly. Staff work closely with parents to ensure they know pupils' strengths. Clear plans outline the support that pupils need. This means that

staff can provide effective and precise support to all pupils. Some pupils with SEND learn a more bespoke curriculum, which suits their individual needs.

Pupils behave well. They know the routines and what is expected of them. Pupils understand that if they feel upset or angry, they can get help to make sure they are ready to learn. Many pupils consistently try their hardest in class. A small number of pupils occasionally struggle to manage their behaviour. However, this is not common, and staff quickly and successfully support pupils to behave well.

The school promotes pupils' personal development extremely well. Pupils get rewards for showing the school's values. This helps to develop pupils' self-esteem. Staff are positive role models. They go 'above and beyond' to help pupils develop and express their own talents. This helps to raise pupils' self-confidence. Some pupils need additional support in understanding others' thoughts and feelings. The school does all it can to help and guide them successfully. Additionally, the school offers a wide range of interesting clubs and trips. These help to complement the curriculum and develop pupils' interests. Pupils learn about different cultures and beliefs. They understand why they should respect others.

The trust, governors and school leaders have focused well on improving the quality of education provided. Staff receive effective professional development. They appreciate leaders' consideration of their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a couple of subjects, leaders do not use assessment information to check on what pupils already know. They do not accurately identify gaps in pupils' knowledge and subject-specific language acquisition. This means that pupils cannot learn new content as securely as the school has planned. The school should ensure that assessment processes are used effectively in those subjects to check pupils' knowledge. The school should ensure that information from these checks is used to amend plans and adapt teaching to fill any gaps in pupils' language acquisition and knowledge.

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	144903
Local authority	Hertfordshire
Inspection number	10323779
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	266
Appropriate authority	Board of trustees
Chair of trust	Carol Shutkever
CEO of the trust	Rebecca Daulman
Headteacher	Chelsea Atkins
Website	www.wilbury.herts.sch.uk
Dates of previous inspection	1 and 2 February 2022, under section 5 of the Education Act 2005.

Information about this school

- The school does not use any alternative education provisions.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; 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, including attendance, that puts pupils' interests first.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and computing. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors held meetings with the headteacher, deputy headteacher, assistant headteachers and curriculum leaders.
- The inspectors spoke to pupils in class, in small groups and on the playground.
- The inspectors met with subject leaders and looked at a range of curriculum documentation and pupils' work across other subjects, including writing, personal, social, health and economic education, science and physical education.
- The lead inspector met with representatives from the trust, including the chair of the trust and the chief executive officer.

Inspection team

Jessie Linsley, lead inspector	His Majesty's Inspector
Ania Vaughan	Ofsted Inspector
Julie Lawrence	Ofsted Inspector

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