



Woodbridge Junior School

Inspection Report

Unique Reference Number 112494
LEA DERBYSHIRE LEA
Inspection number 278942
Inspection dates 3 November 2005 to 4 November 2005
Reporting inspector Mr. Martin Newell LI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Junior	School address	Grange Street
School category	Community		DE55 7JA
Age range of pupils	7 to 11		
Gender of pupils	Mixed	Telephone number	01773833138
Number on roll	126	Fax number	01773 520627
Appropriate authority	The governing body	Chair of governors	Mrs. Deborah Hunt
Date of previous inspection	28 June 2004	Headteacher	Mr. Justin Mash

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Introduction

The inspection was carried out by two Additional Inspectors for two days.

Description of the school

This is a smaller than average sized junior school. Most of the pupils live close to the school and there is not a high level of pupil mobility. Children's knowledge, skills and understanding on starting school have improved over the last couple of years and are now average. The number of pupils entitled to free school meals is above the national average. The school has an above average proportion of pupils with learning difficulties. A very small minority of pupils are from a range of minority ethnic groups. None of these pupils is at an early stage of acquiring English. The school was subject to special measures between 2002 and 2004.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

This is a satisfactory and continually improving school under the good leadership of the headteacher. Its capacity for further improvement is strong. Inspection findings show that the headteacher and staff know precisely what is needed to make the school a better place and are tackling these issues well. Pupils and parents speak well of the school. Improvement since the last inspection has been good. The school provides satisfactory value for money. Children's level of knowledge, skills and understanding when they start at the school have improved in recent years and are now at an average level. When pupils leave school, standards are at an average level. While progress, attainment and achievement are satisfactory, they could be better. Teaching and the learning are satisfactory, with some good strengths. Teaching is best when it is challenging and keeps pupils enthused. There are strengths, for example, in how well the pupils are cared for, the behaviour of the pupils, the provision made for pupils with special educational needs and the school is increasingly developing pupils' awareness of how to keep fit and healthy. Attendance has improved significantly over the last twelve months. Many pupils enjoy school. However, there is room for improvement in opportunities provided for pupils to take more responsibility for their own learning and target setting and to make a more telling contribution to the life of the school as a community.

What the school should do to improve further

- Raise standards further by ensuring that investigative, problem solving and enquiry skills are taught in a systematic manner and put to the test in different subjects.
- Provide more opportunities for pupils to take more initiative and responsibility for their own learning, be more actively involved in target setting and to contribute to the life of the school.
- Increase the range of visits, visitors and after school clubs to help bring learning to life and to improve pupils' cultural awareness.

Achievement and standards

Grade: 3

Children's levels of knowledge, skills and understanding when they start at the school have improved over the last two years and are now average. Inspection findings show that standards for Year 6 pupils are average in English, mathematics and science. All pupils, including those with learning difficulties, higher attainers and pupils from minority ethnic groups are achieving satisfactorily but there is scope for further improvement. National test results in 2005 for Year 6 pupils showed attainment to be well below average but this was due to the fact that this cohort of pupils had a relatively high percentage of pupils with learning and behavioural difficulties. The school has put a great deal of successful effort into raising standards and pupil achievement since being put into special measures in 2002, but recognises that there is still work to be done. Standards have improved and continue to do so, but weaker aspects in terms of how well pupils are attaining and achieving lie in pupils' problem solving,

investigative and enquiry skills across different subjects of the curriculum. The school is already tackling the issue. Standards in information and communication technology are broadly average and the achievement of all pupils is satisfactory.

Personal development and well-being

Grade: 3

Pupils behave well. The number of exclusions has reduced dramatically during the last twelve months. Much of this is due to the fact that a number of problematic pupils have left the school, the ongoing impact of the 'Positive Play' project and staff expectations of good behaviour. Pupils say that bullying is not an issue and is always dealt with very well should it occur. Many pupils enjoy school and this is reflected in the attendance levels which have improved at an impressive rate during the last twelve months and are now at an average level. However, not enough opportunities are provided for pupils to take responsibility and initiative for their own learning and some pupils rely too heavily on adult support and direction. Pupils' knowledge of how to stay fit and healthy is satisfactory and the school has recently introduced some good initiatives to promote the importance of healthy eating and lifestyle. Pupils' contribution to the school community is satisfactory. Pupils' views are canvassed through assemblies, class discussions and questionnaires and plans are in hand for a school council to be introduced. Pupils feel they have a voice but would like more jobs around the school and to set up initiatives that would show how responsible they are. Such initiatives could also provide opportunities to develop pupils' enterprise skills which although satisfactory could be better. There are adequate opportunities for pupils' spiritual, moral, social and cultural development overall. There are particular strengths in pupils' moral and social development where pupils are encouraged to explore their feelings, to look out for one another and have a good understanding of the impact that their actions can have on others. The school has rightly highlighted the need for broadening pupils' awareness of life in a culturally diverse society.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory with some good practice observed for the Years 3, 4, 5, and 6 pupils. Teaching is at its best when pupils are left under no illusion as to what is expected of them in terms of the work that they are to produce and how they are to behave. In these lessons work is often well matched to the individual needs of the pupils, learning is brought to life through the use of artefacts or practical hands-on tasks and the pace of the lesson keeps pupils motivated, enthused and on their toes. When teaching is merely satisfactory it is usually because teachers do not impose their presence enough or do not get the full attention of the pupils when making important teaching points. Across the school teaching assistants support pupils' learning well. The school has rightly identified the need to ensure that pupils' problem solving, investigative and enquiry skills are taught in a more systematic and rigorous

manner and then put to good use in different subjects. This has not been the case over time but is now being tackled well. Assessment is satisfactory overall with some good aspects. Good procedures are in place for assessing and tracking pupils' progress in English, mathematics and science. Satisfactory procedures are in place for identifying and tracking the progress of pupils with learning difficulties. The weaker aspects of assessment are that pupils do not play an active enough role in setting and reviewing their own targets. In addition, there are no formal procedures in place for assessing and tracking pupils' progress in other subjects.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory with some good features. The good emphasis that the school has placed on developing pupils' literacy and numeracy skills has led to improvements in standards and provision. Well laid plans are in hand to ensure that the best use is made of computers to enhance pupils' learning in other subjects of the curriculum. The school is currently reviewing its curricular provision so that pupils' enquiry and investigative skills are planned for and developed in a more cross-curricular approach. Early evidence indicates that this innovative approach is proving successful but there is still work to be done. The provision made for pupils' personal, social and health education is good. The provision made for pupils with learning difficulties is good as is the provision for the small number of pupils from minority ethnic backgrounds. The provision made for the higher-attaining pupils is satisfactory. The weaker aspect of the curriculum is that there are too few instances where pupils' learning and enjoyment in learning are enriched through the use of visits and visitors and there are only a limited number of after school clubs and activities

Care, guidance and support

Grade: 3

Care, guidance and support for pupils are satisfactory overall with some strong features. Provision for pupils' safety and welfare are given a high priority and pupils feel that there is always someone to turn to if they need help. The support provided for pupils with behavioural problems and families with attendance difficulties is good and this has led to significant improvements in behaviour and attendance rates at the school. The school has forged strong links with support agencies and outside help is always on hand if needed. Child protection procedures are good, followed well by all staff, and are reviewed on a regular basis. The school effectively promotes the importance of pupils following a healthy lifestyle. Staff know pupils well but there is work to be done in how well pupils' progress is tracked and supported in some subjects of the curriculum.

Leadership and management

Grade: 2

The leadership and management of the school are good. In 2002 the school was made subject to special measures and was subsequently removed from this category in 2004. The school has moved from being a poor school to a satisfactory school with a number of strong features. This owes much to the good leadership and management skills of the headteacher. He has played a pivotal role in tackling weaknesses in a rigorous and effective manner and in doing so has made the school a far better place, whilst recognising that there is still work to be done. He is well supported by a teaching and non-teaching staff that share his fervent commitment to raising standards. The continued improvements in standards and in the quality of teaching and learning over time owe much to the rigorous systems put in place for monitoring teaching and learning, for analysing test and assessment data and for tackling weaknesses head-on. The school shows no sense of complacency or of the job being done and its capacity for further improvement remains strong. A particular strength of the headteacher's leadership is reflected in the good quality of the school's self-evaluation. It is open, honest and frank and, importantly, it is accurate. There is a high level of agreement between inspection findings and the school's own assessment of how well it is doing. In drawing up the self-evaluation, the head consulted staff, pupils, parents and governors. The main thrust of the school's agenda for improvement revolves around the continued push to ensure that all pupils attain and achieve as well as they can through making learning challenging, demanding and enjoyable. The good support on hand for pupils with learning difficulties and the small number of pupils from minority ethnic backgrounds enables them to take a full part in all the school has to offer. Governance of the school is good. Governors are both supportive and challenging of the work of the school. They have a good grasp of the school's strengths and weaknesses and play an important role in plotting the future direction of the school. The school makes satisfactory use of its resources to help it achieve satisfactory value for money.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Following our visit we would like to let you know what we found out about your school. But before we do we would like to say a big thank you for making us feel welcome, for being so polite and by always being ready to talk to us - particularly some of the Year 6 children. We had a chance to talk to lots of you. It was good to hear that you feel that there is someone to talk to if you have any worries, that bullying is not a problem at your school and that behaviour is much better this year. We certainly felt that behaviour was good and we told your teachers so. They are very proud of you! We know that many of you enjoy school and we have talked to your headteacher and all the other staff about ways of making Woodbridge an even better place. We have asked your teachers to spend more time teaching you how to find things out for yourselves and how to solve problems and investigate - we think that this will be really good fun. To try and make learning more enjoyable we have also suggested that the school should try and arrange more visits, visitors and after school clubs for you. Children can also help to make schools better places and Woodbridge is no different. We think that your learning could get better if you tried to find things out for yourselves a bit more and to be always ready to ask or answer questions. We also feel that as pupils you could have more of a say in setting your own targets for improvement and to be given more responsibility in class and around the school. All the staff at school want you to do well and they, together with your headteacher, will continue to do all they can to help Woodbridge continue to go from strength to strength. We know that you will play your part as well! We wish you every success in your futures. It was a pleasure to meet you all.