

# Wrockwardine Wood Church of England Junior School

Inspection report

---

<b>Unique Reference Number</b>	123520
<b>Local Authority</b>	Telford and Wrekin
<b>Inspection number</b>	327930
<b>Inspection dates</b>	11–12 February 2009
<b>Reporting inspector</b>	David Carrington

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

---

<b>Type of school</b>	Junior
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	257
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Louise Inwood
<b>Headteacher</b>	William Wade
<b>Date of previous school inspection</b>	13 October 2005
<b>School address</b>	Church Road Trench Telford TF2 7HG
<b>Telephone number</b>	01952 387880
<b>Fax number</b>	01952 387884

---

<b>Age group</b>	7–11
<b>Inspection dates</b>	11–12 February 2009
<b>Inspection number</b>	327930

---

© Crown copyright 2009

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Wrockwardine Wood Church of England Junior School is similar in size to most primary schools. There is an above average proportion of pupils with learning difficulties and/or disabilities, including a significant number with dyslexia or emotional and behavioural difficulties. Few pupils come from minority ethnic groups and very few speak English as an additional language.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Wrockwardine Wood Church of England Junior School provides a satisfactory education for its pupils. It has sustained its rise since the previous inspection and made a number of key changes that are contributing to the improvements in pupils' standards and achievement. There are a number of strengths in school, especially pupils' personal development, which is good. The headteacher has led the process of improvement with quiet determination and firm focus on the essential things for development. School self-evaluation is good and all staff and governors increasingly work as one in order to make pupils' education even better.

The school is now in a situation where all the vital systems to support pupils' best achievement are in place. More time is needed for all of these to become fully effective, although the school has the necessary capacity to improve these things further. Standards in 2008 were broadly average, with the strongest results in English and slightly lower ones in mathematics. Since the pupils taking the tests in 2008 had experienced considerable variations in the quality of their education in their first two years in school, their achievement was satisfactory overall. It accelerated in their final year. Pupils in school now are making more consistent satisfactory progress, but there is room for further improvement. Standards are rising and there is firm evidence to show that in some classes they are above average. At present, pupils are prepared satisfactorily for the next stage of their education and life outside school. Pupils with learning difficulties and/or disabilities make satisfactory progress.

Parents and carers have mixed views of the school's effectiveness and some are concerned about the quality of communication between the school and themselves. Not all parents and carers have a clear view of their child's progress. Some are concerned about the quality of behaviour in school. Inspectors found behaviour to be good and that any incidents of bullying are dealt with firmly and successfully. The pupils say that they feel safe in school and that they do not feel threatened in any way. Rates of attendance are above average, which reflects pupils' good attitudes to their work and their enjoyment of school. Their spiritual, moral, social and cultural development is good. Pupils' involvement in the school and local community is good and they try to follow safe and healthy lifestyles.

The quality of teaching is satisfactory. In some classes, teaching is good and in a number of lessons, it is outstanding. In other classes, the quality is satisfactory. Put together, there are clear inconsistencies in the quality of teaching and learning, due largely to the lack of precision in matching work to the needs of different ability groups. The system of planning is designed to identify the different tasks for each group but in some lessons, too many activities are the same for every pupil. Senior leaders know that further improvement can be made to planning and, therefore, to teaching. The curriculum is of the expected quality and there is a firm focus on basic skills. The provision of out-of-school activities is very good and pupils' achievement and personal development benefit from their taking part.

The school gives satisfactory care, guidance and support. Academic guidance is satisfactory but is not focused enough on how well pupils are reaching their challenging targets and what the next step will be in their work. The welfare of the pupils is at the heart of the school. Procedures to safeguard them meet current statutory requirements. Vulnerable pupils are nurtured well. Although the roles of senior and subject leaders have been widened, their responsibilities are not yet sufficiently focused on pupils' achievement. Leaders are keen to help the school improve. Successful training to support a more precise focus on standards and

achievement and consistency in the quality of provision is giving them the skills necessary to increase the rate of improvement.

### **What the school should do to improve further**

- Ensure that all leaders are more accountable for promoting pupils' best achievement.
- Make sure there is a close match of work to pupils' needs and targets.
- Bridge the gaps in communication with parents and carers and share with them the now more challenging targets and their children's achievement.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Standards started to rise just before the previous inspection and the trend since then has been to ever higher results. In 2008, standards were broadly average in English, mathematics and science. Over half the current Year 6 pupils are on course to reach the higher level in their tests later this year. In younger year groups, standards are moving towards an above average level, which more obviously matches their starting level in Year 3.

The inconsistencies in teaching and learning mean that while pupils make satisfactory progress, it could be brisker. Boys and girls make similar progress, a trend which also applies to those from minority ethnic groups. Progress in physical education and information and communication technology is faster than in other subjects because of the school's strong tradition of out-of-school sports and initiatives such as the 'classroom of the future'.

## **Personal development and well-being**

### **Grade: 2**

There is a calm and purposeful ethos in school which reflects the nurturing approach taken to ensure that pupils are safe, healthy and well looked after. The pupils know the school's expectations of good behaviour and respond well to them. Relationships between pupils and with adults are good. Any falling-out amongst pupils is quickly overcome and pupils are confident that their school is a harmonious place for work and play. They help each other and work together well, as seen in the Year 5 assembly where the pupils shared their investigations into the mysterious disappearance of PC Green. They are proud of their achievement in this and other work.

Pupils' spiritual development is fostered well. There are strong links with the local Anglican church. A thought-provoking assembly about superheroes taken by the minister was both fun and serious at the same time. The pupils knew the significance of the message about being true to yourself. The school has appropriate plans in place to broaden pupils' knowledge of people of other traditions and beliefs so that their cultural development is improved further.

## Quality of provision

### Teaching and learning

#### Grade: 3

The school is working successfully to improve the quality of teaching. At present, there are inconsistencies in planning that affect pupils' rate of progress. Another inconsistency is the length of time teachers spend in lessons talking to the pupils. In one year group, this amounted to half the session in one class and 10 minutes in the other even though the theme and introduction were based on the same plan. This clearly gives pupils different amounts of time to complete the hands-on tasks and to move into extension work.

Despite such inconsistencies, pupils generally work responsibly and, where necessary, independently. They are keen to succeed and enjoy the fun and challenge that come in an increasing number of lessons. There is now a more systematic development of basic skills and knowledge. Teaching assistants work capably to help their pupils achieve satisfactorily. In a few lessons, parents help groups of pupils, which very successfully motivates the learners to better things. The school has plans to increase the involvement of parents in this way, as those involved are excellent role models for the pupils.

### Curriculum and other activities

#### Grade: 3

The curriculum provides all the subjects it should and is enhanced by a very good range of out-of-school activities. These include a very popular residential visit for older pupils and many highly effective sporting events. The martial arts sessions contribute strongly to pupils' self-esteem, confidence and behaviour, which in turn supports them in making even better progress. The curriculum contributes well to pupils' personal, social and emotional development.

Curriculum planning has been improved significantly, although the focus on the different skills and knowledge to be learned by each ability group is not yet smart enough. Pupils' targets for achievement are more challenging but are not fully reflected in the work set for each group. There are examples where these things have been addressed well and in such cases, the pupils make good progress in their work. School leaders recognise the message that this brings for improvements in planning.

### Care, guidance and support

#### Grade: 3

Pupils' welfare needs are looked after well. There are effective systems to support good behaviour, harmonious relationships and for the treatment of minor accidents. Pupils with learning difficulties and/or disabilities are supported satisfactorily, although there are inconsistencies in the match of work for this group as much as for other pupils. Vulnerable pupils are helped well to settle and make the expected progress.

The school has made improvements to the academic guidance given to pupils but senior leaders know that more has to be done to help them make even greater strides in their work. While academic guidance is now satisfactory, it does not provide sufficiently succinct or specific steps for improvement. Marking of books is regular, though there is not enough discussion about how well pupils are doing or what must come next. The targets for learning displayed in all classrooms are not yet sufficiently reflected in the advice given to pupils about ways to improve.

## Leadership and management

### Grade: 3

The school has developed thorough systems to identify any underachievement and to monitor the quality of provision, which mean that leaders and governors have a clear and realistic view of the school's effectiveness. Leaders and governors know exactly what has still to be improved, and development plans focus firmly on the things that matter.

Because work is still in progress on a number of fronts, including improvement to the quality of teaching and rate of pupils' progress, leadership and management is judged to be only satisfactory. The broadening of accountability for standards and achievement has started but there has not been enough time for this to become fully effective. Nonetheless, the focus on achievement and standards is smarter than it was and there are positive signs of further improvement in results.

The school promotes community cohesion satisfactorily and is working to improve pupils' direct links with people overseas and in other parts of Britain. Governors are keen to make such improvements and are fully supportive of leaders' work to raise standards and achievement. Governors have good understanding of the successes and inconsistencies in the school's work and how well pupils are achieving as a result of these. This enables them to ask critical questions to make sure decisions are the right ones to bring further improvement.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



**Annex A**

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

### 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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	3
The capacity to make any necessary improvements	3

### Achievement and standards

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

---

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

## Personal development and well-being

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

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

13 February 2009

Dear Pupils

Inspection of Wrockwardine Wood C of E Junior School, Telford TF2 7HG

We thoroughly enjoyed our two days with you. Thank you for the welcome you gave us and the way in which you helped us find out more about your school. We will remember the Superheroes and Police Mystery assemblies for a long time.

We think your school provides you with a satisfactory quality of education. We also give a number of other important judgements.

- You reach the expected standards and make satisfactory progress.
- Your standards are improving.
- You are taught satisfactorily and you enjoy your lessons.
- Your behaviour is good, you get on well with others and help each other in your work.
- There are some very good clubs, sporting events and visits to help you do even better in school.
- Your teachers and other staff look after you well.
- Mr Wade expects you to do your best, and other staff and the governors support him in making improvements.

Our report lists three things that can be made better so that you reach even higher standards.

- Check that the teachers in charge of different parts of the school and subjects always use information about your progress and standards when planning improvements.
- Make sure that the work you are given helps you to reach your targets.
- Set up better ways to share information with your parents and carers about how well you are doing and how the school is helping you reach your challenging targets.

We know you will want to help make these improvements. In the first place, you can talk with your teachers, parents and carers about the things you find easy or hard in your work.

Yours faithfully

David Carrington Lead inspector