

Darrick Wood Junior School

Inspection report

Unique Reference Number	101612
Local Authority	Bromley
Inspection number	335755
Inspection dates	12–13 October 2009
Reporting inspector	Richard Blackmore

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	369
Appropriate authority	The governing body
Chair	Shelley Muscat
Headteacher	James Turvey
Date of previous school inspection	0 January 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 14 lessons, and held meetings with governors, staff, parents and pupils. The inspectors looked at a sample of the pupils' work and assessment records, especially the tracking information, which shows pupils' progress. Other documentation was also scrutinised, including the school's self-evaluation evidence, the development plans, and child protection and care information.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- current pupil progress and attainment
- how successful the school's actions have been in improving pupil progress
- how well assessment is used to challenge pupils
- pupils' knowledge and understanding of other cultures.

Information about the school

Darrick Wood Junior School is a larger than average sized school and has a linked hearing-impaired resource base. Pupils generally come from White British backgrounds and some come from mixed heritages or Asian backgrounds. A few pupils are at the very early stages of learning to speak English. Pupils come from varied social circumstances but fewer than average receive free school meals. The proportion of pupils with special educational needs and/or learning disabilities is below average. The school has gained the Healthy School Award, Activemark and the Sustainable Travel Silver Award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Darrick Wood Junior School is a satisfactory school that is developing many of its procedures to improve the standards reached by pupils and their progress.

Since the last inspection, the pace of pupils' learning has been uneven and there has been some evidence of underachievement, although standards have been broadly similar to national averages. Standards are now beginning to rise, and pupils are making satisfactory progress in their learning. This has been due to significant developments in the assessment of pupils' work, increased use of discussion and new staff who provide high-calibre learning opportunities. There has been an increase in the proportion of higher-attaining pupils reaching the higher levels in tests at the end of Year 6, but in other years pupils are still not being stretched enough. Pupils have a good appreciation of being part of the school community and participate well in the wider community. For example, they support local charities that have a connection to the school. Pupils spoke with maturity and certainty about the various dangers to health, such as smoking and eating too much chocolate. However, they do not have sufficient knowledge of the culture and lifestyle of the diverse groups that make up our own multicultural society and further afield.

The quality of teaching and learning is satisfactory but varies between classes and subjects. In the best lessons, teachers' questions and planned tasks challenge pupils of all abilities and show them, with reference to targets, how to improve. Where teaching is less effective, teachers' expectations of pupils are not high enough and the pace is too slow to maintain high-level thinking. Although planning is detailed, work is not always sufficiently well matched to the different learning needs of pupils, particularly higher attainers. As a result, some pupils do not always make the progress of which they are capable. The confidence and kindness of pupils shown during lessons and around the school lead to good relationships between themselves and teachers. Pupils have a good appreciation of what it means to be safe in school, including the dangers of using the internet. Their good awareness of how to lead healthy lifestyles is reflected in their choice of snacks they bring to school.

The curriculum is satisfactory with some good features, particularly where meaningful links are made between subjects, particularly between ICT and literacy. A range of visits and visitors helps bring the curriculum to life and make learning enjoyable, for example an Indian cooking experience provided by a parent is much talked about. However, opportunities for higher-attaining pupils to extend their learning at sustained high levels are too infrequent and this limits their achievement. The curriculum supports pupils' personal development through a whole-school programme which emphasises social and moral aspects of their learning, such as bullying. Pupils take these issues seriously and

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role play and drama help to instil interest and encourage engagement in these issues. The school has a caring, supportive and welcoming atmosphere and as a result pupils say that they feel safe and happy in school. Staff know pupils as individuals and are keen for them to succeed in all that they do. Most parents say that the school provides a safe and supportive environment for their children. Parents have a high level of trust in the school, with one saying, 'The school has been excellent in the way it has served both our children' academically and pastorally.'

There is a corporate understanding of the school's strengths and areas for development based on an accurate knowledge of pupil performance because of the robust and well-led assessment of pupils' capabilities. Leaders share the responsibility of monitoring the quality of teaching, assessing and recording progress, but the school's monitoring and self-evaluation lack a sufficient focus on the impact of actions on outcomes. Consequently the capacity to improve is satisfactory.

What does the school need to do to improve further?

- Provide greater challenge for pupils, particularly higher-attaining pupils, by ensuring that tasks consistently meet their needs.
- Improve teaching so that it is of consistently good quality by raising teachers' expectations of what pupils can achieve and the pace at which they work.
- Improve pupils' knowledge and understanding of other cultures through a greater range of opportunities to see, discuss and reflect on global diversity.

Outcomes for individuals and groups of pupils**3**

Standards of work seen during the inspection are broadly average but there are some areas, for example mathematics and in particular number, where pupils demonstrate that they can reach standards above those typically expected. As a result of some good teaching, pupils are now achieving more consistently than they did in the past. The inspection evidence shows that pupils are beginning to attain higher standards in mathematics and science than recent results have indicated, but as yet this is not sustained in writing. Higher-attaining pupils in lower year groups find work too easy and do not develop extended writing skills. Standards in mathematics are improving because of a clear and accurate focus on using numbers in real-life situations and practical problems. Standards in English are also rising as a result of some effective teaching. In a Year 4 English lesson the teaching of commas was carefully adapted to the needs of the pupils and resulted in pupils securely grasping how and when to use punctuation. Pupils with special educational needs and/or disabilities make good progress and some make outstanding progress because of the effective partnership between agencies and support staff. Pupils from minority ethnic groups make the same satisfactory progress as the majority of pupils. The hearing impaired provision and the school work well together to support pupils. However, in some lessons, too many pupils are inactive for too long and teaching assistants do not intervene quickly enough to encourage or support those who need it.

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Pupils behave well and are friendly, polite and helpful. They are proud of their school and take responsibility through the active school council, for example monitoring bullying in the playground. Attendance levels are average and pupils enjoy school. As one put it, 'I love all the lessons we do.' Pupils do much for the community, especially by raising money for hearing dogs and people who suffer from multiple sclerosis. This, together with their good social and moral development and effective knowledge of how to maintain a healthy lifestyle and stay safe, means they are well prepared for the next stage of their education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Pupils enjoy lessons when teachers make learning interesting through lively teaching and stimulating activities. Teachers ensure that pupils understand what they must do and achieve by the end of each lesson because they share the objectives with them and check pupils' understanding of previous learning. While some lessons motivate pupils through exciting and thought-provoking materials and through the use of response partners to help generate good ideas and interesting questions, they are not all of this

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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quality. Information and communication technology (ICT) supports learning well and is a key tool in a range of subjects. The well-organised assessment system, which methodically records pupils' ability levels and tracks their progress, has helped to raise expectations and improve pupils' overall progress. However, it is still not being used systematically enough to identify when pupils are falling behind and to plan appropriate support.

The curriculum is balanced and provides sufficient coverage of the core and foundation subjects. There has been a whole-school focus on using and applying skills and this is having a positive effect on standards, particularly in mathematics. However, curriculum planning in other subjects does not guide teachers to fully stretch pupils' problem-solving skills and teachers consequently miss opportunities to accelerate progress. The school has many clubs and opportunities for pupils to enjoy the arts. Music is well promoted through specialist teaching for brass, wind and keyboard instruments. Pupils enjoy plenty of sporting activities, including netball and 'shimmy shake'.

The quality of pastoral support, care and guidance is satisfactory overall and safeguarding procedures are in line with requirements. Pupils benefit from good links with outside agencies, including the hearing-impaired provision, which ensures hearing-impaired pupils make good progress. There are, however, occasions when pupils needing more guidance during lessons are insufficiently helped to progress. Support from teaching assistants in foundation subjects is sometimes not given a high enough priority.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

Leaders at all levels are ambitious to improve. The arrival of new staff over the last two years has enabled the headteacher to reorganise roles and place staff strategically so that there can be a focus on improving progress and standards. Discussions with staff and the responses from their questionnaires demonstrate their enthusiasm and determination to address past under-performance. Governance is good and governors are well trained and led, knowing the school well. The school engages with parents and works well with other partners to promote learning and well-being. For example, the school helps parents to support their children's learning by providing workshops and curriculum information sheets for parents. However, subject leaders need to check more

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rigorously that planned improvements in teaching are precisely delivered in the classroom. Overall, the school makes a satisfactory contribution to promoting community cohesion. Within the school and locally this is good, with close links with the church and other groups. However, the school recognises the need to develop pupils' understanding of other communities across the world.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

Most parents are happy with the school overall and almost all agree that their children enjoy attending and are kept safe. They confirm that pupils are helped to adopt healthy lifestyles. A few parents feel that the school does not always inform them well enough about their children's progress and do not agree that their child is making enough progress. Inspectors find that the school has appropriate arrangements to keep parents informed of their children's progress. Inspectors agree that there are areas where pupils could be making better progress, as set out in the report.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Darrick Wood Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 85 completed questionnaires by the end of the on-site inspection. In total, there are 369 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	50	59	33	39	2	2	0	0
The school keeps my child safe	50	59	34	40	1	1	0	0
The school informs me about my child's progress	18	21	47	55	12	14	1	1
My child is making enough progress at this school	20	24	43	51	13	15	1	1
The teaching is good at this school	27	32	47	55	5	6	0	0
The school helps me to support my child's learning	21	25	50	59	5	6	4	5
The school helps my child to have a healthy lifestyle	28	33	49	58	6	7	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	20	24	49	58	8	9	0	0
The school meets my child's particular needs	17	20	48	57	11	13	2	2
The school deals effectively with unacceptable behaviour	23	27	49	58	5	6	2	2
The school takes account of my suggestions and concerns	13	15	54	64	6	7	3	3
The school is led and managed effectively	30	35	44	52	4	5	2	2
Overall, I am happy with my child's experience at this school	37	44	41	48	6	7	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



14 October 2009

Dear Pupils,

Inspection of Darrick Wood Junior School, Orpington BR6 8ER

Your school gives you a satisfactory education and helps you to make progress in English, mathematics and science. You work hard in lessons. We think that you could improve still further in your reading, writing, mathematics and science and we have asked the teachers to help you become even better. Here are some of the highlights of your school:

- Your behaviour is good and we were impressed with how well you get on together.
- Your knowledge of healthy eating and keeping fit is good.
- You have a good awareness of how to stay safe.
- You have a good variety of clubs to take part in.
- You play an important role in your elected school council and the jobs you do to help make the school better.
- We were pleased to find out about how much you do for the community, such as fund-raising for hearing dogs.

We have asked the adults to do some things to make the school better. We have asked the staff to make sure that you all have activities that are at just the right level so you learn quickly. We have also asked the school to improve teaching by making you think harder and by quickening the speed of lessons. Finally, we have asked them to improve your knowledge of other people and countries.

You can help, too, by letting teachers know if you find your work too easy.

We enjoyed our visit to your school.

Best wishes for the future,

Richard Blackmore

Lead inspector

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