

Wood Green Junior School

Inspection report

Unique Reference Number	103913
Local Authority	Sandwell
Inspection number	336190
Inspection dates	14–15 June 2010
Reporting inspector	Christopher Moodie

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	219
Appropriate authority	The governing body
Chair	Dawn Winter
Headteacher	Jane Burns
Date of previous school inspection	6 December 2006
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Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 22 lessons involving 8 teachers. Meetings and discussions were held with staff, senior leaders, pupils, and three governors. Inspectors observed the school's work, and looked at documentation including school improvement plans, attainment and tracking data on pupils' progress, and safeguarding information. A total of 32 parental questionnaires, 101 pupil questionnaires and 21 staff questionnaires were received and scrutinised.

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

- how successful the school has been in narrowing the attainment gap between mathematics and English
- how effectively teachers use assessment data to inform teaching and accelerate individual pupils' progress
- how accurately the school's senior leaders evaluate the performance of the school.

Information about the school

In 2007, Wood Green Junior School entered into a 'hard federation' with Albert Pritchard Infant School. These two schools now share the same headteacher and school leaders, and operate under the authority of a single governing body. Wood Green is an average sized junior school in which the majority of pupils are of White British heritage and fewer than average are from minority ethnic backgrounds. Slightly above average numbers of pupils are known to be eligible for free school meals. The proportion with special educational needs and/or disabilities is above average, as is the number of pupils with statements of special educational needs. The school has achieved a number of awards including the Foundation International Award, and the Platinum Award for Healthy Schools. It is also recognised as an Investor in People.

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

2

Main findings

Wood Green Junior School provides a satisfactory education for its pupils. Under the direction of a committed and ambitious headteacher, the school has made significant improvements in key areas of its work since the last inspection. From starting points in Year 3 that are broadly average, pupils make satisfactory progress and leave the school in Year 6 with attainment that is in line with the national average in all areas of learning. Pupils behave well in classrooms, corridors and the playground, and this helps to create a welcoming and relaxed atmosphere in the school. An overwhelming majority of pupils feel exceptionally safe in school, and have absolute confidence in the capacity of the teaching and support staff to resolve any problems that they might have. Pupils have a secure understanding of how to lead a healthy lifestyle, and make sensible choices in the foods that they eat in school. The extensive range of extra-curricular activities, many of which involve sport, are very popular amongst the pupils. Pupils' views are increasingly being listened to and acted upon by the school's leaders.

Teaching is satisfactory although it is consistently better than this in some classes. Where good teaching exists, pupils are motivated throughout lessons and respond well to well-planned and creative tasks that teachers provide for them. Marking and feedback to pupils is good across the school, and is outstanding in some cases. In lessons where teaching is satisfactory the pace of learning is too slow to promote rapid learning. Assessment information to target teaching at specific groups of pupils or individuals during the beginning of lessons is not always used. As a result, pupils often listen to introductions to lessons that are either too hard or too easy for them. In a small number of lessons, all pupils listen to the teacher for too long and some pupils, boys in particular, lose interest quickly.

The school knows the pupils well and provides good quality care, guidance and support for them. Pupils with special educational needs and/or disabilities are especially well provided for by a team of committed and capable support staff who are well led. As a result, these pupils make good progress academically. The school caters for the needs of some pupils with challenging behaviour very well. The curriculum is well organised and provides pupils with a range of interesting and often creative approaches to their learning. In some classes, subjects are combined into themes whenever possible and this approach has been popular with many pupils, increasing their interest and motivation for their own learning. Opportunities for pupils to use information and communication technology (ICT) to support learning are limited. Although some good practice exists within the school, it is very inconsistent. This means that some pupils develop important skills which will help in their future at a much faster rate than others.

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Since 2007, the school leaders have successfully federated two schools. The sharing of senior staff, policies and some resources has supported significant improvements in Wood Green Junior School. The newly formed single governing body contributed considerably to the success of the federation, and continues to be ambitious for the combined futures of the two schools. The school's safeguarding and child protection arrangements are fully compliant and good practice has been adopted in this area, as seen in the rigorous administrative processes that are in place. School leaders have developed rigorous self-evaluation procedures and this means that they have a clear understanding of how the school needs to develop in order to improve. Their expertise, coupled with a proven track record of bringing about school improvement means that the capacity for sustained improvement is good.

What does the school need to do to improve further?

- Accelerate progress so that pupils in all classes learn and acquire new skills at a faster pace by
 - making effective use of the good practice that exists in some classrooms to provide a template for the rest of the school
 - ensuring that all teachers match work and activities to pupils' abilities
 - consistently planning and delivering lessons that interest and motivate all groups of pupils
 - eradicating those lessons in which the pace of learning is slowed by an over-reliance on the teacher talking to the whole class.
- Providing pupils with more opportunities to use ICT to support learning in all subjects
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

Attainment at the end of Year 6 has risen since the previous inspection and is now consistently in line with national expectations. More rapid progress in English meant that attainment was higher in this subject than in mathematics or science. Work undertaken by the school to narrow this gap has been successful and there are now no significant differences between the subjects in the current Year 5 and 6. Lesson observations and the school's assessment data indicate that a group of high achieving pupils are performing above national expectations in Year 6. Across the rest of the school high-attaining pupils perform satisfactorily. Pupils make satisfactory progress across the school. More rapid progress occurs where teaching is stronger and in these classes, pupils' positive attitudes are a contributory factor in their successful learning. Lessons in which progress is slower are typified by pupils working at a much more relaxed pace when not directly supervised by the teacher or one of the teaching assistants. This is

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more noticeable in boys than in girls, and is a feature of many lessons. Pupils from minority ethnic backgrounds make similar progress to their peers. Pupils with challenging behaviour develop strong relationships with support staff and some teachers. As a result, they make good progress in their learning. Given the satisfactory progress most pupils make in the basic skills of literacy and numeracy, they are satisfactorily prepared for future life.

Pupils say that they enjoy coming to school and current attendance levels are broadly average. This is an improved picture and several pupils who were frequently absent have responded well to the interventions and support that the school has provided and are now attending at the same rate as their peers. This, in combination with the current attainment, means that pupils' future economic well-being is satisfactory.

Pupils contribute to lessons with confidence. They trust the staff and almost all appreciate the high quality of feedback that they receive in their books. Pupils enjoy the opportunities to engage with their wider community, for example dance showcases at the local high school were a much discussed topic at the time of the inspection. Social development is good amongst the pupils, who are considerate and mix well. This is very evident during lunchtimes when pupils wait patiently to enjoy structured opportunities for play and clearly enjoy one another's company. Spiritual and moral development are also good, and pupils make significant contributions to shared occasions such as assemblies and extra-curricular clubs. Pupils have a growing understanding of cultural issues in the UK and beyond, but this is currently less developed than other areas.

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	1
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

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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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	2

How effective is the provision?

Teaching is satisfactory because the good practice that exists in some classrooms is inconsistent across the school, and pupils experience different qualities of teaching as they journey from Year 3 to Year 6. New procedures for assessing pupil progress have recently been adopted. In the majority of cases the information arising from this is successfully supporting the planning of lessons which aim to meet the needs of all pupils. In such lessons, teachers are swiftly engaging pupils in tasks and activities which are well matched to their abilities. Enthused and motivated by such teaching, pupils make good progress. In a small but significant number of other lessons, pupils are being given work that does not suit their individual needs. In all classes, pupils' work is well marked and there are examples of outstanding practice which involves pupils directly responding to the teacher's written comments and making progress as a result. Teachers make effective use of new technologies to support teaching, but ICT is not embedded within the school's teaching approach and it does not support learning sufficiently. This is the weakest aspect of an otherwise strong curriculum, which thoughtfully seeks to structure learning around the children's interests. The key skills of reading and writing are creatively promoted in a range of cross curricular topics. The school works well with partners such as the local secondary school to provide good enrichment activities for all pupils after school, and targets those pupils who are gifted and talented so that their specific needs can be met. Transition arrangements for pupils joining the school in Year 3 and leaving it at the end of year 6 are good, and pupils speak with confidence about their next phase of education. Pupils who are in vulnerable circumstances are very well provided for, and the school can point to several instances where their intervention has had a striking impact on the well-being or learning of an individual pupil. This is partially attributable to the high quality of the support staff, who are highly valued in the school. The support they provide for individuals and small groups in classes is consistently effective and is at times outstanding. The breakfast club is well run and provides a useful and highly valued service for the local community.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

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How effective are leadership and management?

The headteacher communicates her vision to the staff, pupils and parents very successfully, and this has helped to bring about the improvements since the previous inspection. Supported by a committed and capable group of senior leaders, a clear improvement plan has been put in place and a great deal of change has occurred. Senior leaders remain highly ambitious for the school, and are keen to improve it further. Having successfully elevated the quality of teaching in some parts of the school, they are now focusing their efforts on those classrooms where teaching remains satisfactory.

The overwhelming majority of parents are happy with the education that their children receive and are very supportive of the senior leadership team. They are well informed about their children's progress and the school has improved the communication between home and school through recent development of their learning platform. Discrimination of any form is not tolerated in school, and effective systems are in place to address bullying should it occur. Some pupils experience inconsistencies in the quality of teaching and as a result the equality of opportunity is not better than satisfactory. Governors have been resilient in the face of a great deal of change, and have provided effective support for the school by retaining their core principles and values. These match those of the headteacher well and both place the pupils firmly at the centre of all of the school's work. The school works effectively to promote community cohesion at school and local community level. It has a very clear understanding of its own needs in this respect and evaluates the impact of its activities well. The national and international dimensions are not as well developed but nonetheless contribute satisfactorily to pupils' understanding of social and cultural diversity.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
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	2
The effectiveness with which the school promotes community cohesion	2

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The effectiveness with which the school deploys resources to achieve value for money	3
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Views of parents and carers

Parents and carers who returned questionnaires are very supportive of the school and have confidence in its leaders. A small number expressed concern about the standards of behaviour in school, but this was not reflected in the pupils' views or the evidence that inspectors found.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wood Green 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 32 completed questionnaires by the end of the on-site inspection. In total, there are 219 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	15	47	15	47	1	3	1	3
The school keeps my child safe	16	50	14	44	2	6	0	0
The school informs me about my child's progress	16	50	14	44	2	6	0	0
My child is making enough progress at this school	16	50	10	31	5	16	0	0
The teaching is good at this school	18	56	10	31	4	13	0	0
The school helps me to support my child's learning	17	53	13	41	2	6	0	0
The school helps my child to have a healthy lifestyle	13	41	15	47	1	3	1	3
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)	15	47	13	41	4	13	0	0
The school meets my child's particular needs	13	41	13	41	4	13	0	0
The school deals effectively with unacceptable behaviour	15	47	8	25	7	22	1	3
The school takes account of my suggestions and concerns	10	31	15	47	5	16	1	3
The school is led and managed effectively	14	44	14	44	2	6	0	0
Overall, I am happy with my child's experience at this school	18	56	12	38	1	3	1	3

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



16 June 2010

Dear pupils,

Inspection of Wood Green Junior School, Wednesbury, WS10 9BW

I would like to thank you for the warm welcome that the inspectors received when we visited your school. We were very impressed by the high standard of your behaviour and the way that you get on so well together. This helps to make Wood Green a very pleasant school. I would also like to thank you for your help when you talked to us about your lessons and other activities in school. The main things that we found during the inspection are indicated below.

Your school provides you with a satisfactory education. It has improved a good deal since the last inspection, and your mathematics and English have got better. You feel exceptionally safe and are secure in school and you have a clear idea of how to keep healthy. Many of you work hard in your lessons, but sometimes your progress slows down when you are asked to work on your own. Teachers mark your books well and you like getting ideas about how to improve. School leaders are doing a good job and are very keen to make further improvements.

There are also ways in which your school can improve, and we recommend the following:

- activities and work is matched to your ability in all lessons, so that you make the most progress that you can
- teachers make sure that you are actively working and learning in the early stages of each lesson
- you have more opportunities to use computers to learn about all of the subjects that you cover in school.

You can, of course, contribute to the future success of the school by working hard and enjoying your learning.

Yours sincerely

Chris Moodie

Lead inspector

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