

# The White Bridge Junior School

## Inspection report

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<b>Unique Reference Number</b>	114867
<b>Local Authority</b>	Essex
<b>Inspection number</b>	338472
<b>Inspection dates</b>	9–10 February 2010
<b>Reporting inspector</b>	Norma Ball

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

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<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	207
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Wendy Zarych
<b>Headteacher</b>	Katherine Ward
<b>Date of previous school inspection</b>	8 September 2006
<b>School address</b>	Greensted Road Loughton Essex
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 13 lessons and saw 14 teachers. The majority of the inspectors' time was given to looking at learning. Inspectors met with parents informally on the first morning of the inspection, held meetings with the headteacher, subject and year group leaders, teaching staff, governors and pupils. Inspectors observed the school's work; this included scrutinising samples of pupils' work, school data, management and curriculum documentation, teachers planning and systems for tracking pupils' progress, safeguarding documentation and 36 parental questionnaires.

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

the pace of progress through the school and the effectiveness of strategies to improve achievement

- the effectiveness of the support provided to raise attainment and improve achievement for pupils with special educational needs and/or disabilities and those for whom English is an additional language
- how well teachers use assessment information to plan what pupils need to learn next and to ensure that all groups make the best progress they can
- how well leaders and managers monitor and evaluate the work of the school and bring about improvements, especially in raising achievement for different groups of pupils.

## Information about the school

Most pupils join White Bridge from the adjacent infant school. A smaller than average proportion of pupils are from minority ethnic backgrounds and a few of these have English as an additional language. A lower than average number of pupils are entitled to free school meals. The proportion of pupils with special educational needs and/or disabilities is above the national average, and includes pupils with moderate learning difficulties. The school has gained the Active Mark 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

The school provides a satisfactory education. The strong leadership of the headteacher and the efficient partnership she has established in the senior leadership team has promoted secure improvement in the school which is gaining momentum. The majority of parents who replied to the parents' questionnaire are pleased with the school and especially recognise the good care provided for their children. One parent wrote, 'I have nothing but praise for this wonderful junior school. My son is happy, encouraged and settled.'

Attainment meets national averages in English, mathematics and science. This is because careful tracking and a range of appropriate strategies have resulted in a steady improvement in achievement over the past three years. A consistent focus on developing pupils' writing skills has been effective and is now developing to provide writing opportunities across other subject areas such as geography and history. Monitoring of the progress made by pupils across the school is good. It is used well to identify pupils who are not making the progress expected of them, so they can receive extra help with their learning. Less consistent and effective is the use made of assessment information to plan work to meet the needs of all ability groups, especially the more able pupils. Overall pupils make satisfactory progress. It is better in Years 5 and 6 where teaching is consistently good, clear expectations of work and behaviour are set for pupils and work fully engages them. In some classes where the pace of learning slows or pupils are not fully motivated by interesting work introductions are overlong, attention wanders and pupils become distracted and talkative. In such cases the pace of learning slows, and learning opportunities are missed for brief periods. Pupils with special educational needs and/or disabilities make good progress from their individual starting points. Those pupils with English as an additional language also make good progress. Their needs are assessed quickly and accurately and the support provided for these groups of pupils is good.

The curriculum provides an interesting, stimulating range of activities and learning experiences for all pupils. Despite the best endeavours of the school to improve levels of attendance a few families do not assign a high priority to regular and prompt attendance at school. Pupils feel safe and cared for in school and show confidence in the adults who look after them. They understand how to stay safe and the importance of a healthy lifestyle. Good care and support for pupils is at the heart of the school which is a happy and harmonious community. Central to the improvements developing in all areas of the school's work is the strong, committed leadership of the headteacher. Senior staff provide clear professional guidance for middle leaders and managers still developing their skills. Staff are united in their determination to move the school forward and

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accelerate the progress made by all pupils. All governors, including those newly appointed, are eager to improve their skills. They recognise the need to develop their role in holding senior leaders and managers to full account and to share responsibility for strategic planning for the future. Secure and steady improvement has been made to take the school forward and it is soundly placed to continue this improvement.

## What does the school need to do to improve further?

- Accelerate pupils' progress by building on existing good practice to ensure that assessment information is used consistently to plan tasks in lessons to match the needs of different groups of pupils, especially the more able.
  - Improve the proportion of teaching which is good or better by:
  - improving the pace of lessons where progress is currently satisfactory
  - ensure introductions to lessons are succinct and pupils move quickly to independent learning tasks
  - engage pupils fully to maintain a positive approach to learning.
- Improve attendance by working closely with parents to reduce unnecessary absences and late arrivals.
- About 40% of the school's 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

Pupils make satisfactory progress in their learning, especially when given interesting tasks. They enjoy discussions and share their ideas confidently. Most show a positive attitude and want to do the best work they can. However, where too much time is given to explaining what the lesson will cover or the pace of work is slow behaviour can deteriorate. The positive approach to their work is lost by pupils who become distracted and talkative. Learning time is lost whilst teachers refocus some pupils attention and their classmates can become frustrated. One older pupil summed up this aspect of behaviour saying, 'Sometimes they are silly. I don't like lessons where I can't concentrate.' When the purpose of a lesson is clear and the work and level of challenge excites pupils there is a lively learning buzz and clear enjoyment is evident.

Pupils' attainment in English, mathematics and science is improving gradually year on year. Initiatives to improve pupils' progress in numeracy and literacy are effective because they are prudently selected and monitored to check if they are successful in improving the progress made. For example, setting in literacy has now ceased because it was shown to be less effective than setting in numeracy. Work seen in lessons, in pupils' books, and the school's own tracking, indicate that progress is improving but the trend is not consistent across all year groups. One-to-one support in class and booster groups provide good support for pupils who have been identified as not making the progress expected of them so that they are helped to move forward. Pupils with special

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educational needs and/or disabilities make good progress as a result of the carefully planned support they receive. This is also true for pupils who are at the early stages of learning English where well targeted individual support is valuable. They develop confidence and this underpins their learning. However, the promotion of improved progress for more able pupils is not consistent and the school recognises, it is better in Years 5 and 6. The school has identified this as an area for improvement.

Older pupils are clear that behaviour has improved and lunch and playtimes are lively and happy. Pupils know that incidences of unacceptable behaviour must be reported and disputes are resolved quickly and fairly. The school has maintained a focus on behaviour and staff are currently monitoring supervision of pupils at lunch time. Pupils' spiritual, moral, social and cultural development is good and extended by interesting learning experiences beyond the classroom. They have a good understanding of the importance of fitness, exercise and eating a healthy diet. The Active Mark award is indicative of the school's commitment to encouraging a healthy lifestyle. Pupils have a good range of responsibilities within their school and enjoy participating in a many local sporting, cultural and charity events. Responsibilities, such as play leaders, lunch time receptionists and school councillors are carried out with pride and efficiency. The satisfactory academic skills and approach to learning that pupils acquire and their good personal development ensure they are satisfactorily prepared for the next stage in their education.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>

<sup>1</sup> 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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<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Teaching is improving as a result of regular monitoring by senior staff. Teachers have good subject knowledge and plan lessons that have a clear structure. There is some good use of open questions which helps to extend pupils' understanding and develop their speaking skills so they are confident to explain their ideas. Pupils have clear targets set for them to identify the next steps in their learning. They are encouraged to evaluate what they have learnt and they find the marking of their work is helpful because it gives clear guidance on how they can improve and make better progress. The school has good procedures for tracking the progress pupils make, but some teachers do not use what they know about their pupils to plan work that really extends them effectively; this limits their progress. This is especially true for pupils who find learning easier and some are not stretched to do as well as they can. Teaching support assistants are well deployed and work in an effective partnership with class teachers. Their skills are improving and they provide increasingly good support to pupils who find learning difficult.

The curriculum ensures a good range of learning experiences. Strategies to improve progress in literacy and numeracy are proving increasingly effective because they are well planned and appropriate to the needs of the pupils. Learning is extended well beyond the classroom through clubs and an interesting range of visits and visitors. This helps to bring learning alive outside of the classroom. Music and art are much enjoyed by pupils and integrated well, together with literacy and numeracy, into topics that bridge a range of subjects. Pupils are known and valued as individuals and the care and guidance they receive is good. All staff assign a high priority to the care of pupils and, as a result, pupils are confident in the adults who care for them and know that they will receive help and kindness when it is needed. Good links with the adjacent infant school and local secondary schools are used well to promote the smooth transition for pupils between stages of their education. The good care provided in school is extended through well-developed links with a good network of external support.

*These are the grades for the quality of provision*

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

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## How effective are leadership and management?

The headteacher shares her determined ambition to move the school forward with the senior leaders and managers. Together they have introduced a culture of careful monitoring and clear development planning which has united staff as a close professional team. All areas of the work of the school are monitored and there is an accurate evaluation of what the school does well and what areas need to be improved. Senior leaders and managers are not complacent and recognise recent developments must be securely embedded while further improvements are initiated. Following a period of staffing changes, relatively new staff, including some fairly new to the profession, are refining and improving their skills as class teachers and subject leaders. Subject leaders are embracing their responsibilities with enthusiasm. However, more remains to be done to ensure that the monitoring and evaluation of subject areas, especially the quality of teaching and its impact on learning, is sharper. The governing body fulfils its statutory duties and is committed to the headteacher's ambition for the school. Recent changes among the governing body include the appointment of a new chair person. Governors are taking steps to improve their skills and are poised to strengthen their involvement in the monitoring and evaluation of all areas of the school's work, including strategic planning for future improvement.

Safeguarding procedures are satisfactory because policies are in place and aspects of safety are reviewed regularly. The improvement of links with parents is a priority and meeting with good success. In particular, opportunities to involve parents in their children's learning are increasing. Parents have been involved in the maths week and a science week is now planned. Productive use is made of a range of support services to extend the good care provided by the school. Links with local schools are similarly used well to extend opportunities to join in local sports and cultural events. All pupils are treated equally and valued as individuals. The school is free from discrimination and pupils respect the fact that they are well known to all staff. The school promotes community cohesion well. A careful review has taken place and this has led to a clear plan of action to develop and extend pupils understanding of community and citizenship both locally and in the broader concept of the United Kingdom and global community.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>



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<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Views of parents and carers

Of the 17% of parents who returned the questionnaires, a large majority were positive in their views of the school. A minority of parents had concerns about how effectively the school was led and managed. The inspection judges that leadership and management are satisfactory. The headteacher and senior staff provide high quality leadership which has been instrumental in helping the school to move forward, especially in improving achievement for pupils. Many staff and governors are new and still developing their expertise.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The White Bridge 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 36 completed questionnaires by the end of the on-site inspection. In total, there are 207 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	18	50	16	44	2	6	0	0
The school keeps my child safe	19	53	17	47	0	0	0	0
The school informs me about my child's progress	16	44	17	47	2	6	1	3
My child is making enough progress at this school	18	50	15	42	3	8	0	0
The teaching is good at this school	16	44	17	47	2	6	1	3
The school helps me to support my child's learning	14	39	19	53	3	8	0	0
The school helps my child to have a healthy lifestyle	16	44	19	53	1	3	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)	10	28	21	58	2	6	2	6
The school meets my child's particular needs	14	39	17	47	2	6	3	8
The school deals effectively with unacceptable behaviour	14	39	17	47	3	8	2	6
The school takes account of my suggestions and concerns	12	33	21	58	0	0	3	8
The school is led and managed effectively	11	31	20	56	4	11	1	3
Overall, I am happy with my child's experience at this school	15	42	18	50	3	8	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



11 February 2010

Dear Pupils

Inspection of The White Bridge Junior School, Essex, IG10 3DR

Thank you for the warm welcome you gave to us when we inspected your school. You were happy to talk to us about your work and how much you like your school.

Adults take good care of you so you feel safe and are confident to ask for help when you need it. You told us that you enjoy taking part in making your school a happy place and you are proud to take on responsibilities such as school councillors and play leaders. You gave us some good examples of the exciting things you do in school, especially your topic work, and about the interesting visits, which help make your learning fun. You told us that the targets set for you, and the way your teachers mark your work, are helpful. Your headteacher leads your school well and she is working hard with the rest of the staff to help you do the best you can.

We think that White Bridge is a satisfactory school. This means that it does some things well, but also needs to make some things better.

We have asked your teachers to make sure they use what they know about how well you are doing to plan lessons that give you work that is not too easy or too difficult, but challenges you to do the best you can.

To help make all of your lessons good or better, we have asked that you are set to work quickly on interesting tasks so that you work very hard and make good progress.

We have asked the school to work with your parents so that you do not miss school time or get to school late.

You can help by working hard and always doing your best in school.

Yours sincerely

Norma Ball

Lead inspector

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