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27 January 2012

Mrs J Pike  
The Headteacher  
Worsley Bridge Junior School  
Brackley Road  
Beckenham  
Kent  
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Dear Mrs Pike

### **Ofsted monitoring of Grade 3 schools: monitoring inspection of Worsley Bridge Junior School**

Thank you for the help which you and your staff gave when I inspected your school on 26 January 2012 and for the information which you provided both before and during the inspection. Please also pass on my thanks to the Chair and Clerk of the Governing Body, the staff and pupils with whom I had meetings during my visit.

Since the previous inspection there have been some changes to staffing. As a result of promotion of the previous postholder, there is a new mathematics coordinator. A newly qualified teacher has also been appointed. Recruitment is currently underway for two maternity covers. Governors have recently appointed a clerk.

As a result of the inspection on 13 October 2010, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school has made satisfactory progress in making improvements.

### **Achievement of pupils at the school**

Overall, attainment levels are rising and the majority of pupils are making satisfactory or better progress. However, profiles of pupils' progress are not entirely consistent through the school. End of Key Stage 2 data for 2011 demonstrate a significant increase in attainment in mathematics compared with 2010. The same success was not realised in English, where levels declined on the previous year. However, the proportion of pupils reaching expected levels in both English and

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mathematics improved, and most pupils made two levels of progress from Key Stage 1 to Key Stage 2. The legacy of underachievement has almost been eradicated and is now evident only for pupils currently at the end of Key Stage 2. Tracking data, lesson observations and pupils' workbooks reveal that these pupils are currently making rapid progress towards their targets.

Actions taken to promote achievement in mathematics have been conspicuously successful. Parent information evenings, a relentless focus on mental agility, additional resources and weekly opportunities to apply new skills in problem-solving activities, coupled with professional development opportunities for staff, have resulted in increased and consistent pupil progress in this subject.

Although some inconsistencies remain in standards of presentation, pupils are given regular opportunities to improve speed and accuracy in handwriting. A systematic approach is taken to teaching spelling and reading and, as a result, more pupils are working at age appropriate levels. The school's priority to raise attainment in writing is correctly identified. This is being addressed in a number of ways including through the curriculum review resulting in increased excitement for learning and additional opportunities for writing across the range of subjects. Boys and girls are equally enthused by class topics and gaps in attainment are reduced. Pupils are punctual to their lessons and attend school well. The drive to further raise attendance is successful and pupils are eager to win the attendance awards.

### **The quality of teaching**

Lesson observations and scrutiny of school monitoring and evaluation documents show that actions taken to improve the quality of teaching are resulting in increased numbers of good lessons, with nothing that is inadequate. Most teaching staff have taken part in training programmes focusing on moving teaching from satisfactory to good or from good to outstanding. Training and coaching opportunities are valued. Staff reflect on their own and others' progress through evaluations of lessons and peer review. Peer observations are particularly contributing to the supportive and developmental culture of improvement. Lesson planning is detailed and responsive to prior learning, and assessment information is used consistently. As a result, the match of main lesson activity to pupils' learning needs is accurate. However, introductions to lessons sometimes fail to adequately engage most or least able pupils. Lessons provide opportunities for pupils to collaborate. Self and peer assessment are good features of many lessons. Time boundaries are also often used effectively so that the pace of learning is swift. Pupils throughout the school are aware of targets they are working towards, but not of their individual levels. Pupils have confidence in their teachers and know that they are making progress. Marking systems are constantly applied and these are understood by pupils who explain that the guidance given will help them to do even better next time. Sometimes comments or requests for corrections are not always followed up. The regular and rigorous monitoring of the quality of teaching by most senior staff is entirely accurate.

## **Behaviour and safety of pupils**

Worsley Bridge Junior School is an extremely harmonious community. Pupils are welcoming and polite and respond keenly to questions about school and their learning experiences. They like and respect their teachers and all adults equally. Pupils' positive behaviour makes a strong contribution to their learning, especially when, as seen in the Year 4 mathematics lesson, pupils are given opportunities to collaborate and use their knowledge to solve problems. Strategies for managing and promoting good behaviour are clearly effective. Pupils' strong social and moral development is planned and secured through the school ethos of care, judicious use of assemblies and the creative curriculum and opportunities for pupils to take genuine responsibility by being a prefect or sitting on the school council.

## **The quality of leadership and management of the school**

Well-established, rigorous and comprehensive systems exist for monitoring and evaluating all aspects of school improvement. Links are made directly with performance management. Improvement plans are adjusted in the light of evaluation of the impact of actions and provide a clear framework for the year ahead. A sophisticated response is made to information arising from data analysis, leading to additional interventions for pupils or professional development for staff. The headteacher and senior leaders possess a precise view of areas for improvement as well as strengths of the school. Since the last inspection staff development has effectively been directed at raising the quality of teaching. All teaching staff are focused on improving pupils' outcomes and possess a clear understanding of their own accountability. Attainment in mathematics has increased and changes to the teaching of reading and spelling have brought about greater progress. Staff are determined to now raise attainment in writing. Success with regard to these indicates capacity for further improvement.

With the local authority and London Challenge providing key guidance, vital improvements to governance have been secured. An experienced clerk is now in place. Instruments of governance, a forward plan and clearly defined structures and responsibilities are established. Training is ensuring that members of the governing body are equipped with the skills and knowledge to carry out this role. Community cohesion is strengthened. Minutes of meetings reflect that challenge is appropriately levelled at the headteacher. The governing body is now complying with its statutory duties.

The school's improvement partner knows the school well and provides good and consistent support. This monitoring inspection confirmed the findings of the very recent local authority visit. Support from the London Challenge programme has been particularly effective in increasing the skill and confidence of middle leaders.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Hilary Macdonald  
**Her Majesty's Inspector**



## Annex

### The areas for improvement identified during the inspection which took place in October 2010

- Raise attainment in Year 6 to at least average by July 2011 and accelerate pupils' progress in learning, especially in writing and mathematics, by:
  - providing pupils with increased opportunities to edit, extend and improve their writing, and by improving their speed and accuracy in handwriting
  - making sure that pupils have more practical and word-based mathematical problem-solving activities, and more opportunities to practice and so speed up their mental calculations.
- Ensure that the majority of teaching and learning is good by July 2011, by:
  - making sure that lesson planning consistently includes challenging activities at the right level for different ability groups in the class
  - ensuring that weekly planning is more flexible so that pupils' learning can be consolidated and extended in the best possible way
  - providing more activities that promote enjoyment when learning.
- Ensure that the governing body complies fully with its statutory requirements, governors are trained for their roles and improve the provision for community cohesion.