

# Worsley Bridge Junior School

## Inspection report

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<b>Unique Reference Number</b>	101596
<b>Local Authority</b>	Bromley
<b>Inspection number</b>	343738
<b>Inspection dates</b>	13–14 October 2010
<b>Reporting inspector</b>	Wendy Simmons

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>	174
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Leslie Vogt
<b>Headteacher</b>	Jacky Pike
<b>Date of previous school inspection</b>	6 July 2009
<b>School address</b>	Brackley Road Beckenham Kent BR3 1RF
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## Introduction

This inspection was carried out by three additional inspectors. They looked at a wide range of evidence, which included seeing all nine teachers teach as part of the 17 lessons or part lessons observed. Inspectors looked at examples of pupils work and held meetings with pupils, staff and members of the governing body. Inspectors evaluated a range of documentation, which included a range of policies, improvement planning and assessments about pupils progress. They analysed 44 questionnaires returned from parents and carers, along with those returned from staff and pupils.

The inspection team reviewed many aspects of the schools work. It looked in detail at the following.

What is the impact of leaders at all levels on improving teaching, learning and the achievement of pupils?

How well is achievement in mathematics developing, and what needs to be done to raise attainment further?

How successfully is the school improving writing, especially for boys?

What are the quality and impact of support for pupils with special educational needs and/or disabilities?

## Information about the school

Worsley Bridge Junior School is marginally smaller than the average junior school. The school takes pupils from Bromley and the surrounding London Borough of Lewisham. A higher-than-average proportion of pupils are known to be eligible for free school meals. Pupils come from a wide range of cultural backgrounds and a high proportion speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is above average. Pupils difficulties are mostly linked to language, communication or behavioural and emotional problems. During the last school year there have been considerable staff changes, including a restructuring of the leadership team and changes to the governing body. The school is part of London Challenge. The governors manage a breakfast club.

**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

In July 2009, the school was found to be ineffective and was given a notice to improve. The school is now judged to be satisfactory. In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

Staff confirm that they are proud to be part of the school. As one explained, The school is so different, so much more positive. There is a sense of purpose, vision and drive in the way that staff are keenly working as a team to improve the outcomes for pupils. The impact of this is evident in pupils improved achievement and the developments in the quality of teaching, learning, and the curriculum. Rates of attendance have also risen well. All of these features have moved up from inadequate in 2009 and are now satisfactory.

The headteacher has made good use of external support, particularly from the local authority, in the drive for improvement. Leaders are now rightly focused on further improving teaching through higher expectations, so that learning is more consistently good. Attainment is currently low, but it rose in July 2010 and compelling school data show that it is on track to rise to broadly average levels by July 2011. Learning and progress are satisfactory, but improving securely and quickly. Pupils enjoy school, behave well and are developing a good awareness of how to adopt healthy lifestyles. Parents and carers have confidence in the work of the school.

The headteacher, senior staff and middle managers demonstrate a clear capacity to continue with the improvements, underpinned by effective self-assessment. The recent restructuring of the senior leadership team is aiding development, particularly in terms of a more rigorous approach to identifying and supporting pupils with special educational needs and/or disabilities and in the leadership of English and mathematics. The headteacher and senior staff accurately check the quality of pupils progress and learning in lessons, in order to identify where pupils need additional support to catch up. As a result, the development plan correctly and sharply focuses on improving mathematics and writing, especially boys writing. Boys often have handwriting difficulties that hamper them from getting their ideas down quickly, and numeracy skills such as mental mathematics remain limited. Writing tasks are not always exciting enough to engage them to the best effect. Work has already begun to improve writing and mathematics and pupils are beginning to make up for lost ground, although this has not successfully brought attainment up to average levels.

There have been a number of recent changes to the governing body. Governance is currently inadequate because a number of statutory requirements have not been met. The governing body has focused on helping to support the school in improving outcomes and teaching, but too many policies linked to pupils well-being have not been recently reviewed or updated by them. The schools otherwise good development plan does not

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contain enough on promoting community cohesion, and this constrains some aspects of pupils cultural development. These deficiencies in formal practice have not had a detrimental effect on day-to-day safeguarding. Care, guidance and support are satisfactory overall, and the pastoral care for vulnerable pupils and those who need emotional support is good and sometimes outstanding. However, they do mean that the schools capacity to improve remains satisfactory rather than good at this stage, despite a significant track record of improvement based on effective self-evaluation.

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

- 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 practise 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.
- Up to 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

<b>3</b>
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Pupils levels of skill and knowledge on entry to the school vary from year to year from average to below average. Assessment information shows that pupils progress has accelerated in the last year for all pupils, including those learning English as an additional language. The lessons seen supported satisfactory learning and progress. Pupils improving reading skills are a result of regular and purposeful reading, together with effective extra help with basic skills. Pupils enjoy writing, as evident when Year 6 used alliteration to make adverts for fizzy drinks. Reading and writing activities often help pupils to explore spirituality and emotions, as seen in their poetry work. Recently introduced group work is helping pupils to catch up with past gaps in their learning. For example, good learning was evident when pupils worked on letters and sounds in groups to practise and consolidate their reading and spelling skills. However, the work seen also showed that pupils are not doing enough extended writing.

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Mathematics is improving, as seen when pupils had specific help with multiplication, but catching up with basic number skills remains a priority in order to raise attainment. Pupils enjoyed practical work when solving mathematical problems through games in Year 6 and when interpreting data from graphs in Year 3, but they do not have enough opportunities to do practical work such as word-based mathematical problem solving. Some pupils are still struggling too much with mental calculations.

The achievement of pupils with special educational needs and/or disabilities is satisfactory and, like others in the school, their progress is picking up as a result of improved interventions. In the lessons observed, however, this group of pupils were occasionally not making enough progress because lesson planning was not modified enough for their needs and there was not enough additional adult support. Where there is support, good learning is often evident. A good example was seen when pupils learnt about imperative verbs when making Chinese lanterns and when taking part in the new individual support activities.

Pupils enjoy school, especially the sports and clubs. Pupils in Year 3 greatly enjoyed making scones to sell in aid of homeless people in the Beckenham area. Spiritual, social and moral education is suitably promoted. Aspects of cultural development, such as singing and literature, are well promoted. Wider multicultural awareness is enhanced through religious education and multicultural themed activities and pupils enjoy working to make their school community a happy and cohesive place. But opportunities are missed to widen pupils awareness of the United Kingdom and beyond. In this respect, activities do not support community cohesion as well as they should.

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*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>	4
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	3
<b>The extent to which pupils feel safe</b>	<b>3</b>
<b>Pupils' behaviour</b>	<b>2</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>3</b>
<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>3</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

## How effective is the provision?

Teachers have good relationships with the pupils and manage their behaviour well. They have secure subject knowledge and make effective use of visitors and visits out to help pupils to receive a rounded education. Links between subjects are developing. Teachers mostly make work interesting but some activities are too dull and this occasionally results in a loss of focus and pace in learning. Teachers ask searching questions to assess pupils knowledge and understanding. This was especially evident when the teacher checked what pupils knew about the function of muscles in a Year 4 science lesson. Lesson planning is not effective enough in helping to lift the quality of teaching from satisfactory to good. This is because it is too general, and does not identify how to extend and support pupils at different ability levels. Planning from day to day is not flexible enough to allow learning to be well developed before a new activity is introduced. Investigation activities are improving well in science and more skilled teaching is evident; as a result, attainment is rising well. Pupils have clear targets for improvement and teachers mark pupils work regularly, often giving tips about how to improve, but these tips are not tightly linked to pupils improvement targets to accelerate their progress. Also, adults miss opportunities to show pupils how to edit, extend and improve their writing.

The care provided by the staff is focused clearly on pupils individual needs, with a good emphasis on emotional well-being. The breakfast club provides a calm start to the day for those who attend, and sets them up well for learning. Wide-ranging links with different

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agencies contribute to the care provided. Effective support for pupils with behavioural difficulties helps them to manage their anger and frustrations. However, the care provided is not rigorously monitored and reviewed by governors to ensure that it is consistently well focused.

*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>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

## How effective are leadership and management?

During the last year, there has been a significant drive to ensure that the outcomes and provision for pupils have improved. The headteacher works well with the very new deputy headteacher. The appointment of new English and mathematics managers earlier in the year has strengthened the leadership team well. The inclusion manager works well with all other leaders. Leaders share a common vision. As a result of their work, pupils progress is accelerating and they are making up for past slow progress. The current Year 6 pupils are already exceeding the schools ambitious progress targets. The school has made good use of support from the local authority, together with London Challenge, to help improve many aspects of its work. Links with the Crystal Palace sporting organisations are also helping to improve healthy lifestyle initiatives well.

Safeguarding procedures are satisfactory. Inspectors evaluated a case study of the provision for a vulnerable pupil and found some exemplary practice in the way that support has been given. However, some of the policies relating to the pupils well-being have only been updated by the headteacher and not monitored or ratified by the governing body. Similarly, staff at all levels are fully committed to ensuring equal opportunities and tackling any form of discrimination, but related policies, including those on disability, equality and anti-racism, have not been formally accepted by the governing body. A date has been set for providing the new governing body, including the chair of governors, with appropriate training so they can fulfil their statutory duties.

The governing body fully accepts that it has not focused enough on promoting community cohesion, either locally or beyond. There are early glimmers of developing links, for example by working with Citygate Church to provide a parenting course, but they are currently in their infancy.



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*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>4</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>4</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Views of parents and carers

The parents and carers who returned the questionnaire were generally positive. A few noted that the school does not help them enough to support their childrens learning, inform them enough about their childrens progress or take account of their suggestions and concerns. Inspectors discussed these issues with the headteacher and evaluated the school development plans, and can confirm that the school is planning to involve parents and carers more in the future. The questionnaires also included some written comments that praised the schools support for their children. As one noted, I have been really pleased with her progress and the schools approach and interest in her learning.

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

Ofsted invited all the registered parents and carers of pupils registered at Worsley 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 44 completed questionnaires by the end of the on-site inspection. In total, there are 174 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	20	45	20	45	3	7	0	0
The school keeps my child safe	12	27	30	68	1	2	0	0
My school informs me about my child's progress	11	25	23	52	6	14	0	0
My child is making enough progress at this school	11	25	24	55	4	9	0	0
The teaching is good at this school	5	11	34	77	0	0	0	0
The school helps me to support my child's learning	9	20	26	59	7	16	0	0
The school helps my child to have a healthy lifestyle	10	23	27	61	4	9	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)	4	9	26	59	3	7	0	0
The school meets my child's particular needs	8	18	30	68	2	5	0	0
The school deals effectively with unacceptable behaviour	8	18	27	61	3	7	1	2
The school takes account of my suggestions and concerns	7	16	25	57	4	9	0	0
The school is led and managed effectively	4	9	29	66	4	9	1	2
Overall, I am happy with my child's experience at this school	7	16	31	70	2	5	1	2

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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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"><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 pupils' 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.**



15 October 2010

Dear Pupils

**Inspection of Worsley Bridge Junior School, Beckenham, BR3 1RF**

Thank you for being so friendly and helpful when we visited your school recently.

You go to a happy school that has improved a great deal in the last year. The school is now satisfactory. You say that you like your teachers and other adults, and you clearly enjoy school. We can tell this from your good behaviour and much improved attendance. Congratulations for this and please keep this up. We agree with you that the staff are caring. We know that you especially value the support you get through the learning mentor. Almost all of you agree that you learn new things, and you are clearly doing better in getting to know the things that you need to be able to do in secondary school. We are especially pleased with the way your reading and science have improved. You are trying to be fit and healthy, which is a good thing. We enjoyed your lessons and were delighted to see how keen you were to make or buy cakes to support the homeless in Beckenham.

We have asked the adults to work on the following important things to improve the school for you.

Make sure that most lessons are good or better, especially by planning activities that are just right for you and by making more lessons fun.

Help you to do better still in writing. This will mean that you will have the chance to check and improve your own writing more. You will also be given extra help with your handwriting.

Improve mathematics. You should have more chances to go over things that you do not understand so well, and do more practical and word-based problem-solving activities. We have also asked teachers to help you get faster with your mental calculations.

The new governing body will have some extra help and training, so that it knows exactly what is needed to help make your school more effective.

Please continue to work hard and keep up your fantastic singing.

Yours sincerely

Wendy Simmons

Lead inspector

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