

Worsley Bridge Junior School

Brackley Road, Beckenham, Kent, BR3 1RF

Inspection dates 10–11 January 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- All pupils make good progress from below-average starting points because they are taught well in all year groups. Standards are average in English and mathematics, and pupils are beginning to perform well at the higher levels.
- Disabled pupils and those who have special educational needs do well because their needs are understood and they have good support in school.
- In most lessons, teachers make it clear that they expect the best from pupils' work and behaviour. They plan lessons well. Some teaching is outstanding.
- Pupils receive good advice on how to improve their work through teachers' spoken and written comments. This is acted upon and supports good progress.
- Behaviour is good, in lessons and around the school. Pupils feel safe and have positive attitudes towards their learning.
- The school is led and managed well. The headteacher has successfully improved the quality of teaching, and this has led to results improving steadily over the past three years.
- Governors know the school's strengths and weaknesses. They provide good support and also ask demanding questions to make sure it keeps on improving.

It is not yet an outstanding school because

- Not enough pupils reach the higher National Curriculum levels in tests in mathematics and in English, particularly the most able, because work is occasionally too easy for them.
- Teachers do not always give pupils opportunities to find things out for themselves and use their initiative. This sometimes limits progress because pupils are too dependent on teachers' instructions.

Information about this inspection

- Inspectors observed teaching in all classes. They saw 19 lessons or parts of lessons, and additional support sessions for pupils. Two of the lessons were seen jointly with the headteacher. Inspectors also observed two whole-school assemblies, the breakfast club and the highly popular toast club held at break times.
- Meetings were held with senior and middle leaders, the Chair of the Governing Body and its clerk and a local authority representative.
- Pupils' views were sought throughout the inspection, during lessons and break times. Inspectors met with two groups of pupils, including members of the school council.
- Staff views were noted during the inspection and inspectors had several conversations with individual teachers.
- The inspectors observed the school's work and looked at a number of documents. These included the school's own information on pupils' progress, policies, planning and monitoring records.
- Inspectors paid close attention to school information on attendance, behaviour and all aspects of safeguarding.
- The views of parents and carers were taken into account through the 19 responses to the online Parent View questionnaire, and discussions in the playground at the start of the school day.
- Inspectors looked at the results of the school's own questionnaires, recently carried out to seek the views of pupils, parents and staff.

Inspection team

Aune Turkson-Jones, Lead inspector

Additional inspector

KeithTysoe

Additional inspector

Full report

Information about this school

- The school is smaller than most primary schools.
- The majority of pupils from minority ethnic groups and the number of pupils in the school who speak English as an additional language is slightly higher than average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion supported at school action plus or with a statement of special educational needs is also above average.
- The proportion of pupils known to be eligible for the pupil premium, which is additional government funding provided for looked-after children and those known to be eligible for free school meals, is well above average.
- The breakfast club on site is managed by the governing body.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school uses its own facilities to teach pupils and does not use any alternative provision.

What does the school need to do to improve further?

- Make teaching and achievement outstanding, in both English and mathematics, by:
 - making sure that the work set in lessons is always demanding for all of the pupils
 - creating more opportunities for pupils to find things out for themselves and show initiative, so that they can make even more rapid progress.

Inspection judgements

The achievement of pupils is good

- When pupils join the school, their skill levels in English and mathematics are generally below those of others nationally. They make good progress through the school, and by the end of Year 6 are reaching average standards overall. Occasionally, a few of the most able pupils do not make the progress of which they are capable when the work set is not demanding enough.
- Gaps in attainment are closing between boys and girls, and pupils known to be eligible for free school meals also achieve well. Their average points score is higher than for others nationally, with their best achievements gained in reading. In school the difference in points between those eligible and other pupils is reducing and is smaller than seen nationally. Extra funding through the pupil premium is used well to provide targeted support in school and the appointment of a family worker has contributed to rising attendance.
- Standards of reading are now above average. The more able pupils in Year 6 read fluently and with good expression, having skill levels above those expected for their age. Less able pupils show a secure grasp of the principles of reading and how they have been taught to cope with unfamiliar words. Pupils speak happily about how much they enjoy reading.
- Disabled pupils and those who have special educational needs receive good quality support and achieve well as a result. A few make outstanding progress. Additional funding to provide adult support for smaller groups has been effective in promoting pupils' success in learning.
- The achievement of pupils from minority ethnic groups is similar to that of other pupils and is now good. Those who speak English as an additional language also make good progress, because the school identifies their needs early on and puts in effective support.
- All pupils make at least good progress in lessons. In a few of the lessons observed, progress was outstanding. Pupils are keen learners and rise to the challenges set for them by their teachers. In a typical English lesson, pupils chose a poem from a selection and willingly created a different version, aimed at readers from a much younger age group.

The quality of teaching is good

- Lesson observations and the work seen in pupils' books show that good teaching enables pupils to make good progress and achieve well. In the majority of lessons, teaching is consistently good. This evidence also shows that teaching has improved over time, and is now outstanding in a few lessons.
- Teachers of the same year groups plan together carefully, taking account of what pupils already know, understand and can do. This ensures that tasks are usually suitably demanding for most pupils and engage the interest of both boys and girls, and motivate them well. Occasionally the most able pupils are given work that is not demanding enough for them, and this can limit their progress.
- The needs of disabled pupils and those who have special educational needs are identified early. The progress of every pupil is carefully tracked and considered when matching support to their individual needs. All pupils receive high quality support from teachers and dedicated teaching assistants at the right level for them within lessons and in one-to-one or small group activities. This approach also particularly helps those pupils who speak English as an additional language to make the same good progress as others in their classes.
- Activities in lessons are increasingly varied. Teachers use information and communication technology, visual aids and a range of paired and group activities so that pupils can be more actively involved in their learning. Their resulting motivation and enjoyment of learning contribute to their good progress.
- In the small number of lessons where teaching is outstanding, teachers are very effective in creating opportunities for pupils to develop their thinking, apply ideas and find things out for themselves. However, this is not widespread across the school and often pupils are overly dependent on the teacher for direction.

- Marking across the school is good, and pupils say that they value this as it helps them to know how to improve and to reach their targets. Pupils' responses to teachers' comments help to secure their progress.

The behaviour and safety of pupils are good

- Pupils are typically polite and well behaved around the school and in breakfast club. They respond well in class, especially when teaching is good, and show positive attitudes to learning. Pupils cooperate well with staff and each other and work well in pairs and groups.
- The parents and carers who responded to Parent View and staff who completed the school's own staff questionnaire agree that behaviour in lessons and around school has improved. Pupils themselves are equally positive.
- Pupils are proud of their school community and speak positively about feeling cared for. Having a member of staff available as a 'listening ear' every lunch time helps to promote the feeling of safety. They treat each other with mutual respect and are tolerant of each other's differences. Pupils take on the roles of monitors, house captains, play leaders and councillors, willingly making themselves available to others during the school day.
- The school council meets with other councils from different schools and has been active in making improvements such as the quiet area in the playground and zoning activities so that pupils play more safely outside.
- Staff generally manage pupils' behaviour consistently well across the school.
- Bullying is rare and dealt with effectively when it occurs. Pupils understand risk and know about different types of bullying and how to keep themselves safe, especially on the internet. They act as junior road safety officers and also know how to keep themselves safe outside school. There are few racist incidents and discrimination is not tolerated.
- Attendance has improved and is now above the national average. The school has been active in raising attendance and continues to tackle unauthorised absence. The school looks closely at the attendance of specific groups and this has been helpful in strengthening contact with families who struggle to ensure their children attend regularly. Working partnerships with the learning mentor, intervention manager and family worker have been highly effective in keeping attendance at above-average levels.

The leadership and management are good

- The headteacher has been successful in driving forward a clear plan of improvements for the school. Members of the leadership team work well together and their high expectations are reflected throughout the school.
- The school keeps all aspects of its work under constant review. School development plans are realistic and sharply focused. They illustrate well the school's ambition to improve further, and there are careful checks of the quality of teaching, learning and progress.
- Leaders make sure that the way they check on teachers' performance links directly to whole-school priorities, the impact on pupils' progress and, in turn, staff salaries. This has raised the quality of teaching in the school.
- Good staff training and the chance for teachers to plan together and observe each other teach have strengthened teaching across the school, as well as teachers' marking and assessment of pupils' work. Staff are more skilful at setting work at the right level for individuals and groups. This is especially noticeable in the school's approach to mathematics and the movement of pupils between ability groups as their progress speeds up.
- Pupils are taught a broad and interesting range of subjects. Special events provide inspiring and memorable experiences, and pupils enjoy the different themes and topics they study. The school is committed to providing opportunities to learn outside the classroom and the 'Forest School' on site is popular with pupils.

- The school runs a wide range of clubs and activities which are attended by high numbers of pupils. The free toast club, run three times a week by senior staff, is particularly successful and attracts high numbers of pupils. They say that they enjoy this and it helps with their concentration and learning.
- Equal opportunities are rigorously promoted. No pupil, regardless of background or need, is denied access to anything the school has to offer.
- The school promotes pupils' spiritual, moral, cultural and social development well. It fosters good relations with the local community. Pupils are well mannered, polite and courteous, correcting each other where they feel it is necessary. Each class has its own set of rules which pupils have created.
- The local authority has supported the school very well in the past and although now in a greatly reduced capacity, it has contributed to improvements in teaching over time. As the school has improved and is now good, support is at a much lower level.
- Safeguarding meets current government requirements and is effective. The school carries out the necessary checks on staff to ensure their suitability to work with children. All staff have undergone training at the required levels.

■ **The governance of the school:**

- Governors work in close partnership with the school and the local authority. They show a clear determination to drive forward standards, having restructured and conducted a thorough and honest evaluation of themselves. Governors have sharpened how they check the school's work and act as buddies assigned to individual classes so that they have first-hand evidence of the quality of teaching in the school. Governors are committed to driving up achievement by ensuring that teaching remains at a high standard, while retaining a strong belief in developing the potential in each individual pupil. They ensure that financial resources are efficiently managed, for example in the way that pupil premium money is spent on providing additional teaching support for pupils who are behind in their literacy and numeracy. They are also aware that creating meaningful experiences through trips and visits is essential for boosting the interest and engagement of pupils. Governors see that targets to improve the performance of staff are checked carefully and that teachers' pay is linked to how well pupils are doing. Governors' monitoring includes regular visits to check directly on key areas of the school's work such as achievement, the quality of teaching and leadership and management. This helps them to have a good working knowledge of the school's strengths and what still needs to improve, and is supported by training to improve their own role so they understand school assessment information and can compare the performance of the school with that of others nationally. Governors ensure that the breakfast club is well run.
-

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	101596
Local authority	Bromley
Inspection number	404773

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	163
Appropriate authority	The governing body
Chair	Susan Anderson
Headteacher	Jacky Pike
Date of previous school inspection	13–14 October 2010
Telephone number	020 8650 2977
Fax number	020 8650 5711
Email address	admin@worsleybridge.bromley.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

