



Worsley Bridge Junior School

Inspection Report

Unique Reference Number 101596
LEA Bromley LEA
Inspection number 276547
Inspection dates 3 July 2006 to 4 July 2006
Reporting inspector Christopher Gray AI

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

Type of school	Junior	School address	Brackley Road
School category	Community		Beckenham
Age range of pupils	7 to 11		BR3 1RF
Gender of pupils	Mixed	Telephone number	020 8650 2977
Number on roll	228	Fax number	020 8650 5711
Appropriate authority	The governing body	Chair of governors	Mr Stephen Powell
Date of previous inspection	18 October 1999	Headteacher	Mrs Jacky Pike

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school is similar in size to other schools of its type. Although numbers have fallen since the last inspection, they are set to rise from September 2006. The percentage of pupils from minority ethnic backgrounds is greater than in most schools, though few pupils are at the early stages of learning English. There are more pupils with learning difficulties and disabilities than usual; the proportion with statements of special educational need is similar to that found in most schools. Children's attainment on entry to the school is average. A new headteacher was appointed in January 2006.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

This school is giving its pupils a satisfactory standard of education and provides satisfactory value for money. Inspectors agree with the school in this and all judgements. This is clearly an improving school. It has experienced difficulties in recent years, but the new headteacher quickly assessed the school's greatest challenges and set to work to remedy them. The first of these was the need to improve pupils' behaviour and this has been tackled well, as a number of parents commented. Pupils' behaviour is now satisfactory; most behave well but a very small number of pupils still find self-control difficult. The school is continuing to work with them. Pupils' standards of attainment had begun to decline in recent years. This trend has now been reversed in English and mathematics, though not yet in science.

Teaching is satisfactory overall. Its quality varies from class to class because teachers do not always make sufficient demands on the pupils, so that their progress is not always as good as it could be. The school provides a satisfactory curriculum. This is being revised in order to create more links between subjects, to enable pupils to make better use of their learning. Currently, pupils have too few opportunities to use their information and communication technology (ICT) skills throughout the curriculum. Leadership and management are satisfactory overall. The headteacher gives good leadership and she is effectively supported by the good work of governors. She has united the staff in the drive to raise standards, though subject leaders do not have a sufficiently effective role in terms of evaluating and improving teaching and learning. The successful drive to improve pupils' behaviour and their progress in English and mathematics shows that the school has a good capacity to make further improvements.

What the school should do to improve further

- raise teachers' expectations of how much pupils can achieve in order to improve their progress
- enable pupils to reach higher standards in science, especially in their ability to plan and carry out investigations
- enable subject leaders to be more effective in evaluating and improving their areas
- give pupils more opportunities to use their ICT skills throughout the curriculum

Achievement and standards

Grade: 3

Pupils achieve satisfactorily. From an average starting point in Year 3, they make satisfactory progress and leave in Year 6 with standards that are broadly average overall, though standards in science are below average. The gradual decline in standards has been halted in English and mathematics. In science, pupils' work shows that they build up a good level of scientific knowledge, but have too few opportunities to develop their skills of independent investigation. Standards in ICT are broadly average but pupils are not given enough opportunities to use their skills to extend and enhance learning in other subjects. All groups of pupils achieve at similar rates, though there

are times when the work given to some pupils is insufficiently challenging. This does not apply to pupils with learning difficulties and disabilities, but is so for other groups at different times. This lack of challenge can be seen in the targets set for pupils' attainment in the Year 6 National Curriculum tests; in 2006 they easily exceeded them, especially at the average levels.

Personal development and well-being

Grade: 3

Pupils' personal development, including their spiritual and cultural development, is satisfactory. Their moral and social development is good, as is shown by the responsible way in which most pupils have responded to the school's drive to improve behaviour. Behaviour is satisfactory overall. One parent summed it up well: 'The majority of children are well behaved but there are a few who are not ... I think the teachers handle the discipline situation very well and fairly'. Attendance is average and the appropriate use of exclusions reflects the school's determination to veto bad behaviour. Most pupils enjoy their learning. In lessons, most concentrate well but a few pupils take time to settle to individual tasks.

Pupils take responsibilities seriously. The school council is pleased with the way their suggestions have improved the school. Pupils show good awareness of the importance of healthy lifestyles - as one said, 'Kids are getting obese in England'. Pupils feel safe and appreciate the 'listening ear' during breaks. Through their work for charities, pupils help those who are less fortunate than themselves and they are developing a sound grasp of basic skills for the future.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall. A strength of the teaching lies in the good relationships which all adults have with their pupils. This helps pupils to learn because they know that adults care about them and want them to do well. One pupil observed, 'I'd like to stay here for my secondary education because the teachers are so nice.' Not all pupils behave well all the time, but teachers are skilled in dealing with any difficulties that this may present. New procedures have recently been introduced to help teachers use assessment data to spot any underachievement. This is beginning to work well and is the main cause of the rise in standards in English and mathematics. However, teachers do not always set work that is challenging enough. This slows the pace of learning because pupils are sometimes asked to repeat tasks that they have already mastered.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory in meeting the needs of all pupils. Plans are almost complete to link subjects together. The intention is to increase pupils' enjoyment and give them more opportunities to bring together skills learnt in different areas. Currently, pupils have too few opportunities to do this with their ICT skills. Plans for September include the purchase of a suite of mobile computers to be used in the classroom. Provision for literacy and numeracy enables pupils to develop sound basic skills. The curriculum is enriched well by sporting links with local schools and colleges and pupils said that coaching sessions had been great fun. Work with visiting artists and actors adds enjoyment and pupils have clearly appreciated these experiences.

Care, guidance and support

Grade: 3

The overall quality of care, guidance and support for pupils is satisfactory, with strengths in the provision for pupils' welfare. The new headteacher's drive to improve behaviour ensures consistency in resolving the difficulties caused by the behaviour of a small number of pupils. There is now an orderly environment around the school where pupils are mostly able to learn unhindered. Where pupils have behavioural problems, parents are kept fully informed. Procedures for child protection are good. Arrangements for risk assessment and ensuring health and safety meet statutory requirements. Work with outside agencies to help vulnerable pupils is well organised. New procedures for assessment of pupils' progress ensure that this information is now beginning to be used well to tackle any underachievement. However, pupils do not always remember their learning targets and some of the targets are not sufficiently challenging.

Leadership and management

Grade: 3

The overall leadership and management of the school are satisfactory. The new headteacher is providing good leadership, clear direction for the improvement of the school and a strong commitment to improving standards. Communication with parents has been strengthened and the views of pupils have been taken into account. Decisive action has been taken to improve attendance and the behaviour of the pupils. This ensures that all staff act consistently so that pupils learn in a calm and supportive environment. The success of these initiatives shows that the school has a good capacity to make further improvements.

The school's self-evaluation is accurate and identifies the same areas for development as inspectors. The use of assessment data has been improved, so that the school now has an accurate picture of how well pupils are achieving in English and mathematics. Subject leaders have not been effective in securing improvement in the past because they have not had sufficient opportunities to monitor teaching and learning in order

to ascertain precisely what support is needed. There has been too little focus on how well different groups of pupils are learning, to ensure that teachers' expectations are sufficiently high for different groups of pupils. Governors make a good contribution to the work of the school and have taken firm action to hold the school to account for the standards it achieves. Financial management is secure.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	3	NA
The attendance of learners	3	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Pupils

Thank you for making us welcome to your school on our recent visit. Everyone we spoke to was friendly and polite and you helped us to enjoy our two days with you. We thought you worked hard in your lessons, despite the heat-wave that made many of us feel exhausted. You told us how much you like your school, especially the outings and the sports coaching. You value the 'listening ear' at playtimes because it gives you someone to talk to about any problems you might have.

Your parents told us that behaviour in the school has improved a lot recently. Most of you set a good example of how to behave well and we hope you keep this up. However, you told us that there are a few who sometimes find good behaviour hard to keep up. The adults in the school are giving a lot of help to these pupils. It is clear that your school is improving. Teachers keep a close watch on how well you are doing in English and mathematics and give you extra help if you are struggling. You cover a lot of ground in science, though you do not have enough chances to plan and carry out experiments on your own. Most of your lessons are interesting, but the work you are given is sometimes a bit too easy. You enjoy working on computers and we have asked the school to give you more opportunities to use your ICT skills in many more lessons.

To make sure that things go on getting better in your school, we have asked the adults to increase the way they check on your progress. You can help them by telling them if you find your work too easy or too difficult - we know they will be very happy to help you.

Yours sincerely

Christopher Gray

Lead Inspector