

Worsley Bridge Junior School

Inspection report

Unique Reference Number	101596
Local Authority	Bromley
Inspection number	323484
Inspection dates	6–7 July 2009
Reporting inspector	Joy Considine

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 on roll	
School (total)	234
Appropriate authority	The governing body
Chair	Mr Stephen Powell
Headteacher	Mrs Jacky Pike
Date of previous school inspection	3 July 2006
School address	Brackley Road Beckenham BR3 1RF
Telephone number	020 8650 2977
Fax number	020 8650 5711

Age group	7–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Worsley Bridge Junior School is about the same size as other primary schools. The proportion of pupils who are entitled to free school meals is broadly average. The proportion of pupils from ethnic minority backgrounds is greater than in most schools. These pupils are from mixed heritages originating from the Caribbean and Africa. The ethnic origins of about a third of the pupils are unknown. There are few pupils who are at the early stages of learning English as an additional language. The proportion of pupils who have a statement of special educational needs is below average but the proportion of pupils who have learning difficulties and/or disabilities is above average. These pupils' needs include moderate learning difficulties, behavioural, social and emotional difficulties or speech and language communication difficulties. The school provides a breakfast club for pupils. The school has achieved the awards of Healthy School and Activemark.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 4

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a 'Notice to Improve'.

Significant improvement is needed in relation to:

- raising standards and achievement in English, mathematics and science;
- improving the quality of teaching and the curriculum;
- developing the role of subject leaders.

The headteacher and new deputy headteacher have quickly established a close working partnership and are taking decisive action to reverse the decline in standards and drive improvement. In 2008, standards overall were significantly below average and pupils' progress was inadequate. The actions taken by the headteacher since then are beginning to raise standards in mathematics but have not had an impact on the results overall for pupils in Year 6. Standards rose in mathematics in 2009, but fell in English and science. Current data indicate that progress is good in reading, satisfactory in mathematics, but unsatisfactory in writing and science. The progress of those pupils with learning difficulties is satisfactory because they are well supported.

Pupils feel well cared for and supported because they know that staff will listen to them and deal quickly with problems that arise. Pupils are happy and they enjoy school, and this was reflected in the good behaviour seen in and around the school during the inspection. They are learning to adopt a healthy lifestyle and they feel safe in school because they are well cared for. Pupils from all backgrounds get on well together and they show respect towards the beliefs and faiths of those from different backgrounds. Pupils have a secure understanding of right and wrong and they are developing their understanding of their responsibilities within the school community.

Curriculum planning has been restructured to enable teachers to link subjects together so that learning is more relevant and better matched to the needs and interests of pupils. This is still in the early stages of development, so it is not embedded in all classes. The quality of teaching is inadequate as it varies throughout the school and does not ensure that pupils make satisfactory progress in their work. Some teachers readily accept the work that pupils do without challenging them to do better. Several teachers have undertaken an intensive training course to improve their teaching skills and this is leading to improvements in practice. This means that they are better placed to accelerate pupils' progress. For example, new assessment and marking procedures are helping pupils to understand how well they are doing, but these are not yet established in all classes.

The leadership team has been strengthened by the appointment of a deputy headteacher who joined the school very recently. The headteacher and deputy headteacher acknowledge that standards and achievement are too low and they have put in place a robust action plan to reverse this position. They have strengthened the management structure by appointing new subject leaders for mathematics and science and have made the targets for improvement more challenging to accelerate pupils' progress. However, not all subject leaders are sufficiently monitoring teachers work and providing effective support to improve their practice. The school makes satisfactory use of external partners such as local authority literacy and numeracy

consultants and this has led to some improvement. For example, some teachers are now providing pupils with learning activities that are better matched to their needs and abilities. Governors have a satisfactory understanding of the strengths and areas needing improvement. They, together with the headteacher, have taken the initiative by establishing a task group to monitor and raise standards and achievement and they are well placed to challenge the school further. This, together with leaders' decisive action to improve teaching, raise expectations of what pupils can achieve and successful work to improve standards in mathematics demonstrate the school has a satisfactory capacity to improve.

What the school should do to improve further

- Raise standards and achievement in English particularly in writing, mathematics and science by improving the quality of teaching and the curriculum.
- Improve assessment procedures to better inform teachers' plans so that work is well matched to pupils' needs and abilities.
- Provide leaders and managers who have subject responsibility with the skills to monitor teachers' work at all levels so that they can support their colleagues more effectively.

Achievement and standards

Grade: 4

Pupils enter school with standards broadly expected for their age but by the end of Year 6 in 2008, their standards in English, mathematics and science were significantly below average. In 2009, standards improved in mathematics but they continued to decline in English and in science. Standards in reading are broadly average but in writing, they are well below average. Assessment data show that, in 2008, pupils' overall progress was significantly below average. Progress in English was broadly average but it was significantly below average in mathematics and science. In 2009 at the end of Year 6, pupils made good progress in reading and satisfactory progress in mathematics. Progress was inadequate in science and in writing. Scrutiny of pupils' current work shows that progress is variable between classes, year groups and subjects. Pupils who have free school meals and girls make less than expected progress overall. Pupils who have learning difficulties and/or disabilities make expected progress because they receive well-focused support from skilled teaching assistants.

Personal development and well-being

Grade: 3

Pupils enjoy school and this is reflected in their good behaviour and positive attitudes. They are eager to talk about their work and enjoy a range of subjects. Their spiritual, moral and cultural development are satisfactory and social development is good. They are developing a good understanding of how to lead safe and healthy lifestyles and the school has achieved the Healthy School Award. Pupils feel safe in school and report that, if incidents do arise, they are promptly dealt with by adults. They particularly appreciate the 'listening ear' provided by adults during break times. Attendance is average and the school is working hard to improve this. Pupils understand their rights and responsibilities and enjoy opportunities to take decisions, including helping to decide on some spending priorities. For example, the school council has initiated developments to improve the playground and, as one member said, 'We definitely make a difference'. Although the development of the skills they need in later life is hampered by the low standards, they attain in English and mathematics the pupils benefit from good opportunities for social development to prepare them appropriately for the future.

Quality of provision

Teaching and learning

Grade: 4

The quality of teaching varies considerably and this explains the uneven progress that pupils make. All lessons seen during the inspection were satisfactory or better but the work in the pupils' books reveals that, in many cases, teachers' expectations of what pupils can do are not high enough. In some lessons, pupils of all abilities complete the same learning activity, and there is very little evidence of progression in the development of their skills. The quality of marking varies widely. In some classes, teachers mark pupils' work well, showing them what they have done well and what they need to learn next but, in other classes, marking is superficial and does not provide pupils with any guidance on what they need to learn next. Nevertheless, teaching is beginning to improve because a small group of teachers have undertaken professional development to improve their skills of assessment so that they can plan learning activities that are better matched to the needs of pupils. In some lessons, teachers plan interesting activities for pupils, and use teaching assistants well to help pupils who need additional support. However, in other lessons pupils are not challenged sufficiently and consequently begin to lose interest. Relationships between staff and pupils are good.

Curriculum and other activities

Grade: 4

The restructuring of the curriculum is beginning to create productive links between subjects to meet the needs and interests of pupils more effectively. While some teachers have enjoyed embracing this change, others are slow to adapt and this is restricting the progress pupils make. Provision for literacy and numeracy is satisfactory but sufficient improvements have not been made to raise standards, particularly in writing. Opportunities for pupils to practise their writing skills in other subjects are often missed. For example, in science, there was evidence that all pupils copied work from a text rather than having the opportunity to write independently. This slows the progress that they make in science and in writing. Provision for information and communication technology (ICT) has improved since the last inspection, and is now satisfactory. The school provides a wide range of sporting activities for pupils by securing links with professional coaches from a local football club and a professional basketball coach to help pupils. The school recently secured a grant from 'Awards for All' to further develop pupils' sporting activities. The school has achieved the Activemark in recognition of its efforts. Pupils enjoy the visits and visitors who enrich the curriculum and they particularly appreciate the residential visits for pupils in Years 3, 5 and 6. There is a wide range of extra-curricular activities and a breakfast club, which offers pupils a relaxed start to the day.

Care, guidance and support

Grade: 3

The school cares for pupils and has put into place several initiatives to support those who are vulnerable and need extra help. Pupils speak very positively about the 'listening ear' and the school counsellor, who provides good support for those who are experiencing difficulties. Year 5 pupils are 'buddied' with those who join the school at the beginning of Year 3 so that they will have someone to help them when they join the school. There is effective liaison with outside agencies and families. The procedures to protect and safeguard pupils meet government requirements. Child protection procedures are fully in place. The school records all racial

incidents, although these are rare, and incidents of bullying are dealt with promptly. Teachers now set targets for pupils for English and mathematics but these are not yet used well in all lessons. This means that pupils are not always clear about what they have achieved and what their next steps in learning are.

Leadership and management

Grade: 3

The headteacher and recently appointed deputy headteacher have already established a close working relationship and have put into place a robust plan of action for raising standards and achievement in English, mathematics and science. They have taken decisive and successful action to improve teaching by implementing a rigorous programme of monitoring that is linked closely to professional development and performance management targets. A clear action plan based on more challenging targets for improvement has been drawn up by the headteacher and deputy headteacher. These improved targets are a reflection of the school's higher expectations of what pupils should achieve, and are based upon accurate self-evaluation. Governors are providing more challenge for school leaders, for example, by establishing a working group to monitor standards and achievement. This group works in parallel with a group of teachers to ensure a consistent approach to school improvement. The school is committed to ensuring that all pupils have equal access to what is provided. Focused support for those pupils who have learning difficulties and/or disabilities enables them to make satisfactory progress. Provision for community cohesion is satisfactory. Pupils learn about other faiths, cultures and beliefs through assemblies and through subjects such as religious education. The school recognises that it could do more to raise pupils' understanding of communities in the wider world. There are good links with the local church and there are visits to the mosque in Croydon. The school has achieved Financial Management in Schools (FMSiS) status but it does not provide value for money because the standards and achievement reached by pupils are too low.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	4
Effective steps have been taken to promote improvement since the last inspection	No
How well does the school work in partnership with others to promote learners' well being?	3
The capacity to make any necessary improvements	3

Achievement and standards

How well do learners achieve?	4
The standards ¹ reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and/or disabilities make progress	3

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

Personal development and well-being

How good are the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	4
How well do the curriculum and other activities meet the range of needs and interests of learners?	4
How well are learners cared for, guided and supported?	3

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	Yes

Annex B**Text from letter to pupils explaining the findings of the inspection**

10 September 2009

Dear Pupils

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

Thank you for all your help during the recent inspection of your school. We enjoyed meeting so many of you and listening to what you had to say about your school. We were particularly impressed by your friendliness and your behaviour. We found that teachers in your school care very much for you and try to make your lessons interesting and enjoyable. We know that adults in your school help you to feel safe and secure. However, we found that many of you do not do as well as you need to in English, mathematics and science and that school staff need to help you to make better progress.

This is what we have asked the staff to do now:

- help you to do much better in your work, especially in your writing, mathematics and science;
- help you to do better by ensuring that when teachers mark your work they tell you how to improve and they use this information to plan lessons that challenge you so that you can make better progress;
- make sure that school leaders for English, mathematics and science work closely with other teachers to help you to learn even more.

We have decided that the school needs a notice to improve. This means that, although your school does some things well, there are still some things that it needs to improve. Your headteacher and deputy headteacher have developed a strong partnership and have clear plans in place to bring about the improvements that are needed. I'm sure you will do what you can to work hard and help them to achieve their ambitious plans.

We enjoyed meeting you and wish you every success for the future.

Yours faithfully

Joy Considine

Lead Inspector