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

Ofsted monitoring of schools with a notice to improve

Thank you for the help which you, your staff and your pupils gave when I inspected your school on 11 March 2010 and for the information which you provided during my visit. Please also thank the governors, representatives from London Challenge and the local authority who also gave time to meet with me.

Since the last inspection, there have been some staff changes and the school is currently going through a restructuring process which is likely to result in further change.

As a result of the inspection on 6 July 2009, the school was asked to:

- 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.

Having considered all the evidence, I am of the opinion that at this time the school has made:

satisfactory progress in making improvements

and



satisfactory progress in demonstrating a better capacity for sustained improvement.

Since the last inspection, the school has focused sharply on improving the quality of teaching, learning and the curriculum. The positive impact of this work is evident in rising standards and good progress evident in lessons and in pupils' books. Clear policies and expectations have been established. External and internal expertise has been used to model good teaching, support planning and provide professional development activities. As a result there is good consistency across the school in some key elements of effective teaching. For example, all teachers identify and share with pupils' clear and appropriate learning intentions and well-focused steps for success. Lessons are well managed and there is good use of displays to support learning and celebrate success. Pupils are attentive and keen to learn. Teaching assistants provide valuable, good quality support so that pupils with the highest levels of special educational needs achieve well. There is some evidence of increasing links between subjects to make learning relevant and developmental, for example through combining mathematics with cooking. The marking of pupils' work has improved across the school and, although at a very early stage and only in a few classes, there is some good practice where pupils have opportunities to respond to the marking.

These improvements are underpinned by much improved systems for regularly assessing and tracking pupils' attainment and progress. These involve all teaching staff and, as a result, there is much greater, shared understanding of how well pupils are achieving and sharper identification of where improvements are needed. Teachers are developing a better understanding of the links between assessment, lesson planning and pupil progress.

Most staff have benefited from these improvements and now teach lessons which are at least satisfactory, often good and occasionally outstanding. Their lessons are lively and enjoyable with opportunities for pupils to discuss, think about and demonstrate their learning. Activities are tailored well to support, challenge and motivate all pupils. The impact of this is reflected in the assessment data and the quality and quantity of work in pupils' books which show that pupils in these classes are making rapid progress.

The positive impact of these improvements is particularly evident in Years 5 and 6. Increasing numbers are making up for lost ground and are now achieving at, or above, the levels expected for their ages in reading, writing and mathematics. Pupils' books and displays show that the quality of writing is improving with good opportunities for pupils to build their skills and write in a variety of styles. This good progress can also be seen in pupils' science books. The number of Year 6 pupils on track to achieve Level 4 and above in the end-of-year tests is much improved and in line with national averages.

This improvement is not yet consistent across the school. In some Years 3 and 4 classes, the learning in lessons is not good enough to ensure that pupils make sufficient progress. In these less effective lessons the pace is slow and adults take up too much of the time, leaving too little time for pupils to produce work of sufficient quantity or quality. This is reflected in the pupils' books and in the assessment data which show that the progress of a significant group of younger pupils is too slow to enable them to keep up with the expectations for their age group.

Senior leaders have effectively tackled some areas of poor practice, established clear expectations and followed up regular monitoring with individual support and challenge where necessary. Nevertheless, there is further work to do to improve the quality of teaching and learning and ensure that pupils in all classes achieve sufficiently well. The pace of improvement is beginning to be influenced by subject leaders. The school has used effectively the expertise of external consultants and partner school colleagues to clarify and develop subject leaders' understanding of their roles and improve their ability to monitor and influence the quality of teaching and learning in their subject. Subject leaders enthusiastically promote their subjects and are beginning to get to grips with the monitoring aspect of their roles.

The local authority has appropriately amended its statement of action to ensure that all statutory requirements are fully met and is fulfilling its monitoring and evaluation role effectively. A great deal of well-focused and well-managed support is being provided by the local authority in partnership with London Challenge and the positive impact of this is evident in the improvements in the quality of teaching in the majority of classes, rising standards and improvements in leadership. The quality of senior leadership is particularly influenced by the positive impact of the deputy headteacher provided by London Challenge.

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

Yours sincerely

Sheena MacDonald  
Her Majesty's Inspector