

# Inspection of Woodbridge Junior School

Grange Street, Alfreton, Derbyshire DE55 7JA

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Inspection dates: 28 and 29 June 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Previous inspection grade Good

## **What is it like to attend this school?**

Woodbridge is a caring school. Staff know pupils well. Leaders are ambitious for all pupils. They are determined that every pupil will succeed. They make sure any barriers to learning are overcome. As a consequence, pupils achieve well.

Pupils are happy and feel safe. Bullying is not tolerated. Pupils are confident that adults will deal with any incidents that might occur. Pupils understand the school's behaviour policy. They support one another and take responsibility for their own behaviour. The 'RJ ambassadors' help their peers to deal with any conflicts that might arise.

Leaders provide many opportunities for pupils to develop beyond the curriculum. Pupils enjoy being school councillors, mini-sports leaders and librarians. There are many clubs for pupils to get involved with. Pupils make good use of these.

Pupils understand the school's values. They know how aspiration, confidence, respect, resilience, creativity, responsibility and pride help them to behave and learn well. Pupils say that these values helped them to continue to learn during the COVID-19 pandemic.

## **What does the school do well and what does it need to do better?**

Leaders have ensured that reading is a high priority at Woodbridge. It is taught well. The reading curriculum is well-sequenced. It makes clear what pupils should know and be able to do at each stage of their education. Adults quickly spot any pupils who begin to fall behind. These pupils are given the help they need to keep up. Pupils read a wide range of texts, authors and genres. They enjoy the rewards that they can earn for regular reading, such as the 'Fantastic 4'. They know that reading is the key to future success.

The majority of the school's curriculum is well planned and sequenced. It is ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). Teachers plan exciting lessons that help pupils to remember what they have learned. However, a small number of subjects are not yet fully planned and sequenced. Leaders are in the process of addressing this. Additionally, in some subjects, the curriculum does not make clear the most important things that pupils should know and remember at each point of their education. This means that teachers cannot check how well pupils learn and remember curriculum content.

Pupils behave well in lessons. Teachers' expectations are high. They help pupils to understand and deal with poor behaviour. Pupils help each other to behave well. They know that teachers will deal with any misbehaviour fairly.

Leaders have worked hard to improve attendance. They monitor absence and follow up quickly when pupils are not in school. However, a number of pupils still miss too much school.

Disadvantaged pupils and pupils with SEND do well. They get the help they need to learn the curriculum. Leaders ensure that staff are well trained so that they can provide effective help and support.

The school is inclusive. Pupils celebrate difference. They respect others' views and opinions. Pupils challenge racism and stereotypes. They care for one another and help when others face challenges. When asked what the best thing about the school was, one pupil said: 'Everyone is treated equally.'

Pupils enjoy taking on extra responsibilities. They take these seriously. They are proud to be mini-sports leaders, librarians and 'RJ ambassadors'. They know how these roles make a difference to others.

The school has built strong links with other local schools. As a result, staff get to know children before they start at the school. Effective work with the secondary school helps pupils to be ready for their next stage of education.

Parents have a positive view of the school. They appreciate the support and information they receive. As one parent said: 'All staff go above and beyond to make my child feel supported and valued.' This comment was typical.

Leaders care about their staff. Morale is high. Staff are proud to work at the school. Leaders consider workload and make sure that staff have the resources they need to carry out their duties. Staff feel cared for.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders prioritise safeguarding. Safeguarding systems are rigorous and robust. Leaders are tenacious in ensuring that pupils get the help they need. The school's pastoral support leader makes sure that all safeguarding issues are communicated effectively. Staff are alert to any changes that might indicate that pupils need help.

Pupils know how to keep themselves safe. They know how to stay safe online. They understand what constitutes healthy relationships.

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

### **(Information for the school and appropriate authority)**

- The school's curriculum is not yet sufficiently well planned and sequenced in a small number of subjects. However, it is clear from leaders' actions that they are in the process of bringing this about. Leaders need to complete the process of

reviewing the curriculum in all subjects, within their identified timescale of the end of this academic year. For this reason, the transitional statements have been applied.

- In a small number of subjects, the curriculum does not clearly define the most important content that pupils should know and remember. This means that teachers are unable to check that pupils are learning the curriculum as systematically as they could. Leaders should ensure that the curriculum makes clear the important content that pupils are expected to know and remember, across all subjects, and teachers use this to check how well pupils are learning and remembering content.
- Leaders have secured improvements in attendance. Nevertheless, rates of persistent absence remain high. This means that some pupils miss too much of their education. Leaders should ensure that all pupils attend school regularly and that rates of persistent absence are reduced.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

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| <b>Unique reference number</b>             | 112494   |
| <b>Local authority</b>                     | Derbyshire   |
| <b>Inspection number</b>                   | 10211462   |
| <b>Type of school</b>                      | Junior School  |
| <b>School category</b>                     | Maintained   |
| <b>Age range of pupils</b>                 | 7 to 11  |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 223  |
| <b>Appropriate authority</b>               | Local authority  |
| <b>Chair of governing body</b>             | David Taylor   |
| <b>Headteacher</b>                         | Emma Hanson  |
| <b>Website</b>                             | <a href="http://www.woodbridge.derbyshire.sch.uk">www.woodbridge.derbyshire.sch.uk</a> |
| <b>Date of previous inspection</b>         | 6 and 7 July 2016, under section 5 of the Education Act 2005                           |

## Information about this school

- There have been no significant changes since the last inspection.
- The school uses one registered alternative provider.

## Information about this inspection

- The inspectors carried out this inspection under section 5 of the Education Act 2005.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors held meetings with the headteacher, curriculum leaders, the pastoral leader and the special educational needs coordinator.
- Inspectors carried out deep dives in four subjects: reading, mathematics, history and computing. To do this, they met with curriculum leaders, visited lessons, looked at pupils' work, listened to pupils read and met with teachers and pupils. Inspectors also looked at curriculum documentation for modern foreign

languages, design and technology, geography, art and personal, social and health education.

- The lead inspector met with two representatives of the governing body. He also met with a representative of the local authority.
- Inspectors took account of the responses to the Ofsted Parent View survey, pupil survey and staff survey, along with written comments from parents. Inspectors spoke informally to parents outside the school.
- Inspectors met with safeguarding leaders. They reviewed school documents, including those relating to safeguarding, governance, behaviour, exclusions, the use of the pupil premium and attendance. They visited breakfast club.

### **Inspection team**

Mark Anderson, lead inspector

Her Majesty's Inspector

Jon Brown

Ofsted Inspector

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