

Woodbridge Junior School

Address: Grange Street, Alfreton, Derbyshire, DE55 7JA

Unique reference number (URN): 112494

Inspection report: 2 June 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Inclusion

Expected standard 

This is a highly inclusive school where leaders and staff have a secure understanding of pupils' unique needs. This enables leaders to identify any barriers that may affect pupils' learning or wellbeing. Leaders have a precise overview of key groups such as those eligible for pupil premium, pupils with special educational needs and/or disabilities (SEND) and any known (or previously known) to children's social care. Leaders are ambitious for all pupils to achieve their potential regardless of any disadvantage.

The proportion of pupils with SEND who attend the school is much higher than average. Pupils often join the school at any point in the year. Leaders have developed effective systems to identify and assess pupils' needs quickly as soon as they join the school. Leaders provide training for staff in how to adapt their teaching so that all pupils can successfully access the curriculum. Staff consistently apply those adaptations in lessons. Leaders regularly check how well pupils progress through the curriculum, ensuring that the right support is provided. Leaders ensure that the extra funding they receive for disadvantaged pupils is used effectively to support their learning and wellbeing

Leadership and governance

Expected standard 

Leaders have accurately identified the school's strengths and areas for development. They understand the school's context in relation to the high proportion of disadvantaged pupils and those with special educational needs and/or disabilities (SEND). Leaders ensure that their decisions are taken with pupils' best interests at the centre of their thinking, especially those who are most disadvantaged. There is an appropriate focus on improving key matters such as attendance, achievement and strengthening the curriculum.

Governors meet their legal responsibilities in regard to safeguarding and the overview of the provision for disadvantaged pupils and those who experience barriers to their learning or wellbeing. Governors provide support for the school as well as asking challenging questions of leaders. Within the board, there is a suitable range of skills and experience to fulfil their roles. Governors ensure that they pay regard to the workload and wellbeing of staff and leaders.

Leaders act as positive role models and have high expectations of staff and pupils. Staff strongly endorse the new leadership of the school. They say that leaders are approachable and considerate of their wellbeing. Staff value the well-planned programme of training and development that is provided for them. In particular, this enables staff to provide high-quality support for pupils with SEND.

The school engages well with parents and carers and the local community. Leaders are ambitious to expand this aspect of the school's provision over time.

Leaders provide a well-designed, extensive personal development programme. This ensures that pupils learn about an appropriate range of themes to promote their broader personal development effectively. Pupils learn how to keep themselves safe, for example by learning about online safety, road and water safety. They become aware of the importance of healthy relationships and consent through the age-appropriate sex and relationships programme.

Pupils are beginning to develop an awareness of fundamental British values such as democracy and the differences that are protected by law. They understand, and can explain, the importance of treating everyone equally and respectfully. This is evident in the positive relationships seen around school, between adults and pupils. Pupils have quickly adapted to the school's revised set of school values and can readily explain their meaning in terms of being ready, respectful and safe.

High-quality pastoral support is available to support pupils' social and emotional and mental health needs. For example, pupils who struggle to learn in class full-time can access a well-planned nurture programme to foster qualities of resilience and teamwork. Others who may need individual support can access counselling from a trained adult. Leaders have ensured that all staff have received suitable training in how to support pupils with specific needs, such as autism or mental health difficulties.

Leaders provide a wide range of clubs and cultural activities to foster pupils' talents and interests. Pupils speak excitedly about joining clubs such as gardening, cooking, sports and music. The outdoor areas are extensively developed to provide opportunities for woodland and adventurous activities. Leaders ensure that the curriculum is enriched through visits to places of interest in Derbyshire and beyond. The full range of experiences and activities is open to all pupils, including those who are disadvantaged and pupils with special educational needs and/or disabilities.

Needs attention

Achievement

Needs attention 

Pupils' achievement in national tests in reading, writing and mathematics has typically been significantly below the national averages over time. However, these figures are affected by the very high proportion of pupils at the school with special educational needs and/or disabilities (SEND). Many of those pupils are not able to achieve age-related expectations. However, due to the effective support provided by the school, pupils with SEND make suitable progress from their starting points.

Overall, pupils without SEND achieve closer to the national averages, especially in reading and mathematics. Leaders are taking action to improve pupils' achievement by strengthening the English and mathematics curriculum. This work is still in the early stages.

Pupils' achievement across a wider range of subjects is inconsistent. This is reflected in pupils' verbal responses and in the quality of their written work in books.

Attendance and behaviour

Needs attention 

Leaders' oversight of attendance has not been as effective as it should have been. Pupils' overall attendance has been lower than the national average for some time, including for disadvantaged pupils. Leaders have a renewed ambition to improve attendance and reduce the high rates of persistent absence. This is having an impact on individual pupils whose attendance has improved. It is too soon for any impact on the overall attendance rates to be evident.

Pupils generally behave well and have positive attitudes to their learning. There is a calm, hardworking atmosphere in lessons. Playtimes are happy social times when pupils can play energetically or chat with friends. Pupils show respect for each other and for adults. They say that bullying is not a problem at the school and that staff are kind. Pupils are confident that staff will help to sort out any worries or friendship issues that occur. Pupils who have challenging behaviours receive well-considered support to control their emotions.

Curriculum and teaching

Needs attention 

Leaders have provided a broad and balanced curriculum that has been carefully designed to develop pupils' knowledge and skills across a range of subjects. Leaders are ambitious for the curriculum to be well taught. However, there are inconsistencies in how effectively the curriculum is delivered.

Staff do not consistently check how well pupils understand what they are learning in lessons. As a result, sometimes errors are not spotted quickly enough, and some pupils are unclear about how to improve their work.

Over time, leaders have not ensured that all pupils secure the essential basic knowledge and skills in reading, writing, handwriting and mathematics. Leaders have introduced a revised English curriculum, in order to raise standards in that area. This is in the early stages and the impact on pupils' learning is not yet known. Similarly, a revised mathematics curriculum was introduced in recent years. There are signs that this is beginning to improve pupils' mathematical knowledge and skills.

Leaders ensure that all pupils who need extra support in reading receive daily phonics teaching. Pupils who are still in the early stages of learning to read are developing well as fluent, confident readers.

Staff provide skilled support for pupils who need adaptations or adjustments to enable them to access the curriculum. This enables those pupils to learn successfully alongside their peers.

What it's like to be a pupil at this school

Pupils are happy and enjoy school. There is a caring, inclusive ethos that puts pupils' wellbeing, and their safety, first. Leaders and staff know the pupils very well. Pupils say that they feel safe at school and that there is not a problem with bullying. Pupils are confident that adults will sort out any problems or worries that may occur.

Pupils generally behave well. They show kindness and respect for each other and adults. Pupils talk confidently about the school's values of being 'ready, respectful, safe'. They listen carefully in lessons and try hard to do their best. Staff skilfully adapt their teaching for pupils with special educational needs and/or disabilities, and any who experience barriers to their learning and wellbeing. This enables disadvantaged pupils to progress well through the curriculum.

The school effectively promotes pupils' broader personal development. The outdoor areas provide rich opportunities for pupils to play adventurously and socialise with their friends. Pupils enjoy taking part in a wide range of clubs and activities to develop their talents and interests. Music-related activities are a particular feature of the school's provision. These aspects of the school promote pupils' physical and mental health and wellbeing very well.

Some pupils do not attend school regularly. This can affect their ability to engage with learning and achieve as well as they should. Some pupils do not achieve as well as they should over time. Pupils' performance in national tests in English and mathematics is typically below the national average.

Next steps

- Leaders should ensure that they embed consistently effective teaching and use of assessment across the school so that all groups of pupils make suitable progress through the curriculum.
- Leaders should ensure that they improve pupils' achievement so that a greater proportion achieve at least in line with national averages in reading, writing and mathematics by the end of Year 6.
- Leaders should ensure that they take effective action to improve attendance and reduce rates of persistent absence for all groups of pupils.
- Leaders and governors should ensure that the new leadership structure is quickly embedded, leading to rapid improvement and consistently strong standards across all areas of the school's work.

About this inspection

The chair of the board of governors is David Taylor.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors who have previously served as HMI.

Inspectors spoke with the headteacher, other leaders, staff, pupils and parents and carers. The lead inspector met with members of the governing body and representatives of the local authority.

The inspectors confirmed the following information about the school:

The school currently makes use of one unregistered alternative provision.

There have been significant changes to the leadership of the school since the last inspection. The headteacher took up post in April 2026. At the time of this inspection he had been in post for six weeks. Two assistant headteachers have been appointed to join the school in September 2026.

Headteacher: David Shaw

Lead inspector:

Christine Watkins, His Majesty's Inspector

Team inspectors:

Sally Wicken, Ofsted Inspector

Kelly Royle, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 2 June 2026

School and pupil context

Total pupils

228

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

240

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

50.00%

Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

9.65%

Well above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

24.12%

Well above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Close to average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	45%	61%	Below
2024/25 (final)	43%	62%	Below
2023/24 (final)	47%	61%	Below
2022/23 (final)	43%	60%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	62%	74%	Below
2024/25 (final)	59%	75%	Below
2023/24 (final)	65%	74%	Below
2022/23 (final)	63%	73%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	58%	72%	Below
2024/25 (final)	57%	72%	Below
2023/24 (final)	61%	72%	Below
2022/23 (final)	57%	71%	Below

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	58%	73%	Below
2024/25 (final)	61%	74%	Below
2023/24 (final)	54%	73%	Below
2022/23 (final)	60%	73%	Below

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	39%	46%	Close to average
2024/25 (final)	44%	47%	Close to average
2023/24 (final)	37%	46%	Close to average
2022/23 (final)	38%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	54%	62%	Below
2024/25 (final)	56%	63%	Close to average
2023/24 (final)	53%	62%	Close to average
2022/23 (final)	53%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	51%	59%	Below
2024/25 (final)	56%	59%	Close to average
2023/24 (final)	47%	58%	Close to average
2022/23 (final)	50%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	52%	60%	Close to average
2024/25 (final)	59%	61%	Close to average
2023/24 (final)	43%	59%	Below
2022/23 (final)	53%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	39%	68%	-28 pp
2024/25 (final)	44%	69%	-25 pp
2023/24 (final)	37%	67%	-31 pp
2022/23 (final)	38%	66%	-29 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	54%	80%	-26 pp
2024/25 (final)	56%	81%	-25 pp
2023/24 (final)	53%	80%	-26 pp
2022/23 (final)	53%	78%	-25 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	51%	78%	-27 pp
2024/25 (final)	56%	78%	-23 pp
2023/24 (final)	47%	78%	-31 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	50%	77%	-27 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	52%	80%	-28 pp
2024/25 (final)	59%	81%	-21 pp
2023/24 (final)	43%	79%	-36 pp
2022/23 (final)	53%	79%	-26 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	6.1%	5.2%	Above
2023/24 (3 term)	7.1%	5.5%	Above
2022/23 (3 term)	5.9%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	13.7%	13.0%	Close to average
2023/24 (3 term)	16.6%	14.6%	Close to average
2022/23 (3 term)	17.4%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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