

Wrockwardine Wood Church of England Junior School

Inspection report

Unique Reference Number	123520
Local Authority	Telford and Wrekin
Inspection number	380679
Inspection dates	2–3 November 2011
Reporting inspector	David Speakman

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

Type of school	Junior
School category	Voluntary controlled
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	224
Appropriate authority	The governing body
Chair	Rev Matthew Stafford
Headteacher	William Wade
Date of previous school inspection	11 February 2009
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Age group	7-11
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Introduction

This inspection was carried out by three additional inspectors. Inspectors saw 13 lessons and observed eight teachers. Meetings were held with the headteacher, deputy headteacher, the senior leadership team, representatives of the governing body and groups of pupils. Inspectors observed the school's work and looked at a range of documentation including: monitoring, evaluation and assessment records; policy documents; the school's improvement plans; teachers' planning; and samples of pupils' work. A wide range of documents and records was scrutinised in relation to the safeguarding of pupils. Inspectors took into account the responses in questionnaires returned by 112 parents and carers, 150 pupils and 13 members of staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Does the school's tracking data confirm claims of improved learning and progress across the school?
- Are teaching and the work set sufficiently challenging to promote good learning and progress, particularly amongst the more-able pupils?
- How effective is the system of 'delegated responsibility through layered leadership' in improving the quality of education and raising standards and achievement?

Information about the school

This is an average-sized, two-form entry junior school. The proportion of pupils known to be eligible for free school meals is similar to the national average. The number of pupils from minority ethnic backgrounds is lower than in most other schools and very few speak English as an additional language. The percentages of pupils identified with special educational needs and/or disabilities and those with a statement of special educational needs are broadly average. The school has a National Healthy School Award, International School status and the Eco School silver award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Wrockwardine Wood CE is a good school. There has been much improvement since the previous inspection in many key areas of its work. This has led to improved progress throughout the school and rising standards by the end of Year 6. Attainment by the end of Year 6 is above average in English and mathematics. Last year's test results at the end of Year 6 showed an increase in the number of pupils gaining the higher level in mathematics. This was well above average. However, in English the number gaining the higher level fell from the previous year's high level and it was average. Inspection evidence shows that reading, speaking and listening skills are good and that writing is the weaker language skill. A scrutiny of pupils' work, lesson observations and the school's assessment data clearly show that pupils are currently working at levels that are above their age-related expectations and attainment is set to be above average again this year.

The trend of improvement in standards has come about mainly from improved teaching and learning. The vast majority of teaching seen during the inspection was at least good and just under a half was outstanding. Teachers are very good at setting all learning activities into meaningful contexts, so that pupils recognise a purpose to what they are doing. Consequently, they feel challenged, show high levels of interest and enjoyment and have very positive attitudes to learning. Pupils said: 'We enjoy coming to school because of the way we learn. Teachers explain things and always make lessons interesting by including games – learning is fun.' The school has developed its curriculum well to engage pupils more in the learning process and this contributes positively to improving progress and standards. However, there are not yet enough planned opportunities for pupils to develop writing skills in subjects other than English.

Pupils' positive attitudes to school reflect their good personal development. Behaviour is invariably good as a result of pupils being interested and engaged in learning. They enjoy making a good contribution to school life on a daily basis and they attend school regularly. Spiritual, moral, social and cultural development is good. Pupils' good, and sometimes excellent, moral and social development is clear in the way pupils behave in and around school and the way pupils of all ages relate to and help each other. Pupils value their own and others' achievements and celebrate them enthusiastically. Their cultural experiences are good through their involvement in a range of local musical events and through their close links with the church. However there are limited opportunities for pupils to gain first-hand experience of other cultures in order to raise their multicultural awareness. This also

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has an impact on the effectiveness of the school's community cohesion programme, which is satisfactory.

The senior leadership team has worked effectively to improve the quality of education provided and hence outcomes. Their monitoring and evaluation of the school's performance is robust and there is a strong sense of united teamwork, which is reflected strongly in the inspection staff questionnaire. Because of the improvements in most key areas since the previous inspection, the school is judged to have a good capacity to improve further. It gives good value for money.

What does the school need to do to improve further?

- Raise standards in writing by:
 - increasing the number of pupils achieving the higher level so that it matches that in mathematics
 - improving opportunities for pupils to write in a wide range of styles, for different purposes and for a variety of audiences in subjects other than English
 - making sure that the marking of writing in all subjects is as effective as it is in English by consistently providing feedback on how to improve.
- Provide pupils with more first-hand opportunities to experience a range of other cultural backgrounds in order to raise their multicultural awareness.

Outcomes for individuals and groups of pupils

2

Pupils join the school with attainment that is broadly average. They make good progress and reach above average standards by time they move onto the next phase of their education. More-able pupils make good progress. However, the school's analysis of the 2011 end of key stage tests shows that a significant number of pupils predicted to achieve the higher level in English, particularly boys, narrowly missed this by a few marks in writing. Pupils are very keen to succeed and eager to learn. This means that learning takes place at a quick pace. Pupils fully engage in learning. For example, a Year 5 mathematics class were busily weighing and measuring the size of a range of parcels and then referencing a table to identify the appropriate postage stamp. Because the activity was meaningful, pupils saw purpose to what they were doing, willingly discussed it with other pupils and the quality of collaboration was high. Another group of pupils took great delight in deciding how much teachers should contribute to the staff tea fund, based on the capacity of the mug they used. In activities such as these, pupils gain very secure skills for life through applying their numeracy, literacy and problem-solving skills.

Pupils with special educational needs and/or disabilities progress well. Their needs are identified early so that intervention support is put into place quickly. Teaching assistants are fully aware of their academic and personal needs and tailor support accordingly. If it is more appropriate that these pupils work unsupported in the main

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stream, then this takes place. Consequently, they gain in confidence and become increasingly independent learners.

Because pupils are so interested they behave well. Pupils are able to adjust their behaviour to staff expectations, such as following periods of high activity and excitement. Pupils say they 'definitely feel safe at school'. They feel they can talk to staff about any difficulties and are confident of support. They build a good understanding of how to keep safe in a range of situations, such as online or when travelling to and from school. Pupils are aware of the factors involved in healthy lifestyles in terms of diet, hygiene and physical activity. Their healthy lifestyle choice is reflected in the school's National Healthy School Award. Pupils are involved in a wide range of activities where they take on responsibility. There is an active school council, and an Eco Committee whose work in areas such as recycling has helped earn the Eco School silver award. Pupils contribute to the school through a range of other important responsibilities, including house captains, form captains and peer mentors. Pupils are prepared well for the next stages of their education with good basic skills, the ability to work collaboratively and involvement in a range of entrepreneurial activities.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching is effective because it sets learning into context, making it meaningful, interesting and engages pupils in active learning. Teachers use a range of learning styles which match the activities and pupils' preferences well. Investigation, problem-

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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solving and the use of computers all ensure that pupils are fully occupied. Planning is thorough and ensures tasks match pupils’ needs well through the good and sometimes outstanding use of assessment. Teachers plan jointly across the two classes in each year group so there is a good level of equality of opportunity written into teachers’ planning. Teachers explain learning objectives and refer to the criteria by which successful learning is measured. Pupils therefore know what they are trying to achieve, how well they are progressing towards their targets and are able to engage in self-assessment to good effect. Teachers are skilful in using questioning to assess understanding, extend pupils’ reasoning skills and deepen their understanding. Teaching assistants work well with individuals and groups to develop their skills and give them confidence to succeed.

The curriculum is effective in promoting pupils’ good learning. It is adjusted well to meet individual needs and supports both academic progress and personal development. The curriculum has been remodelled to meet the preferred learning styles of pupils. It is a curriculum that is based on practical experiences to develop skills that can be successfully transferred to different learning situations. The use of writing for different purposes is yet to be fully developed. Pupils enjoy the very wide range of extra-curricular opportunities that complement their learning and motivate them, and take-up is very high.

Pupils are known as individuals to staff and this leads to good care, guidance and support for all. The support for pupils with special educational needs and/or disabilities is good. Careful planning for individual pupils’ needs is at the centre of everything the school does for them. There are some striking examples of pupils experiencing very positive changes as a result of the school’s intervention.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The school is well led by the headteacher, the deputy headteacher and two phase leaders. They have established a strong core of leadership, which enables other staff to develop their own professional skills. There are clearly defined roles for senior leaders and middle managers, and well-defined structures for communication through the senior leadership team. Monitoring and evaluation of school performance clearly define areas in which the school requires development and inform effective school improvement planning.

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Teaching and learning are carefully monitored by the senior leadership team, who have all shown themselves to be highly skilled in this area. There is a robust cycle of focused lesson observations. Teachers of any lessons that are less than good receive intensive support over a short period of time, and then further observations take place to ensure weaknesses are eliminated. This is effective because any inadequate teaching has been eliminated and the very large majority of teaching is good or outstanding.

Governance is good. Governors have a good level of involvement in the school and form secure professional relationships with the leaders of the subjects or area of provision to which they are linked. This gives them a good working knowledge and understanding of the school’s strengths and areas in need of attention. They are proactive in monitoring the school’s performance and in challenging leaders to account for outcomes. Governors seek parents’ and carers’ views and act upon them accordingly, such as the introduction of a home-school diary.

Safeguarding is satisfactory. All adults who have unsupervised contact with pupils are fully checked for suitability, although a few minor administrative errors in recording the checks made were corrected during the inspection. All other requirements are met. The promotion of community cohesion is satisfactory. The school has a secure understanding of its context and seeks to stay up to date. There are strong international links, as indicated by International School status, and good links with the local community. However, although links with the community are good and pupils learn about other cultures through the curriculum, they do not get much opportunity to mix with others from different cultures. Equality of opportunity is good because the experiences and achievements of groups of pupils are monitored carefully. The school takes effective steps to adjust the curriculum to meet varying needs. A broad range of partnerships exist to support curriculum opportunities and the care, guidance and support provided. Links with a range of support services to help pupils classed as vulnerable are very good and their impact on care and support is considerable. Partnerships with the local high schools provide enriched learning in areas such as artistic, sporting and language experience. The school has a developing relationship with the infant school. Teachers exchange observations and pupils complete a transfer project to help transition.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school’s engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2

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The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

The school has worked hard to improve its links with parents and carers following the recommendations from the previous inspection. An above-average number of parents and carers responded to the inspection questionnaire. The outcomes were very positive with more than 90% agreeing or strongly agreeing to all questions asked. A very few parents and carers mentioned concern over bullying in their written responses. Inspectors looked into this carefully. They spoke to pupils, looked at school records and observed pupils at break and lunch times. Pupils were unanimous that they feel very safe from any form of aggression.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wrockwardine Wood Church of England Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 112 completed questionnaires by the end of the on-site inspection. In total, there are 224 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	67	60	42	38	2	2	1	1
The school keeps my child safe	70	63	41	37	1	1	0	0
The school informs me about my child’s progress	56	50	53	47	2	2	0	0
My child is making enough progress at this school	59	53	47	42	5	4	0	0
The teaching is good at this school	63	56	46	41	2	2	0	0
The school helps me to support my child’s learning	48	43	53	47	8	7	0	0
The school helps my child to have a healthy lifestyle	58	52	49	44	2	2	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	60	54	51	46	0	0	0	0
The school meets my child’s particular needs	54	48	50	45	5	4	1	1
The school deals effectively with unacceptable behaviour	44	39	57	51	6	5	1	1
The school takes account of my suggestions and concerns	48	43	57	51	5	4	0	0
The school is led and managed effectively	57	51	51	46	2	2	2	2
Overall, I am happy with my child’s experience at this school	65	58	44	39	3	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



4 November 2011

Dear Pupils

**Inspection of Wrockwardine Wood Church of England Junior School,
Telford, TF2 7HG**

Thank you for the warm welcome you gave us when we inspected your school recently. We enjoyed meeting and talking to you in lessons and in the group discussions. Your views were really helpful and it was clear that you enjoy your school very much. We think your school has improved a lot recently and we have judged it to be good.

You all make good progress and the standards in your school work by Year 6 are above average. Those of you who receive extra support because you find learning a bit more difficult also make good progress. Your personal qualities are good. You are very interested in your work because you find it interesting. You show a sensible and mature approach to school life and contribute well to the day-to-day routines. Adults who look after you make sure that the school is a safe and pleasant place for you to learn and make friends.

The school is led and managed well. The headteacher and his staff have carefully analysed your preferences about learning styles. They have matched the style of teaching and learning to the ways in which you like to learn. They are always looking for more ways to improve your school further. We have asked them to help you improve writing, so that you all do as well as you possibly can do. We have asked them to improve opportunities for you to write in a wide range of styles, for different purposes and for different types of people in subjects other than English. We have suggested they make sure that the marking of writing in all subjects helps you improve as much as it does in English by providing helpful comments. We have also asked them to provide you with more first-hand opportunities to experience life in a range of other cultural backgrounds to raise your understanding of life styles different from your own.

We are confident that you will do all you can to help further, particularly by continuing to be just as enthusiastic about learning as we saw you were when we visited you.

Yours sincerely

David Speakman
Lead inspector

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