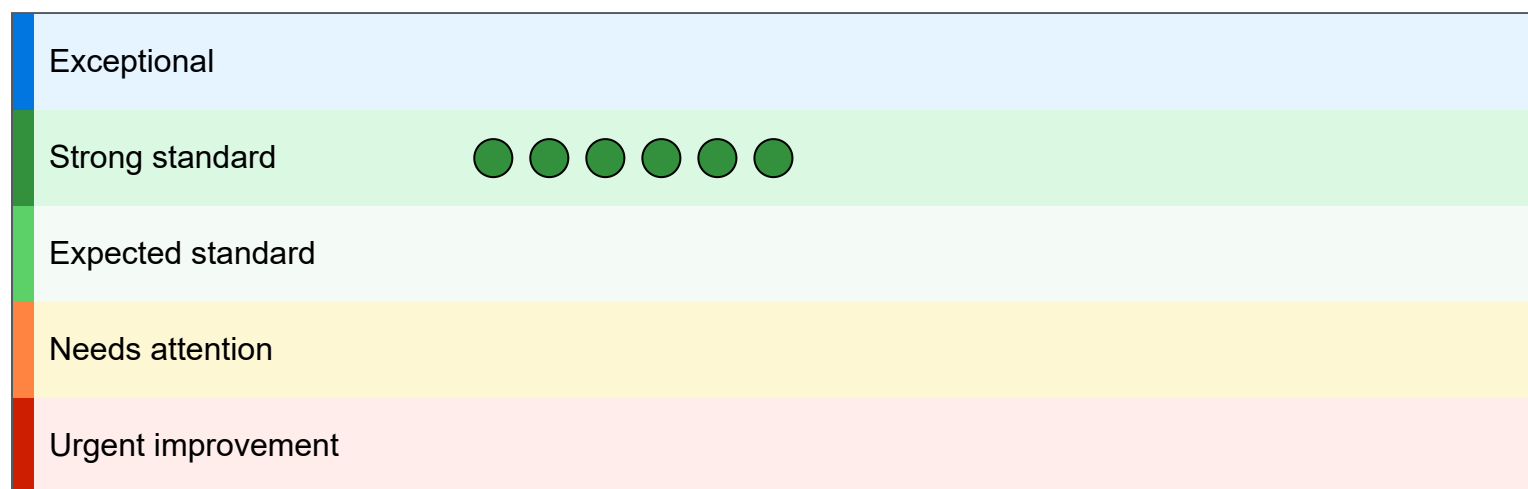


West Bridgford Junior School

Address: Exchange Road, West Bridgford, Nottingham, Nottinghamshire, NG2 6DB

Unique reference number (URN): 122600

Inspection report: 6 May 2026



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.

Strong standard ●

Achievement

Strong standard ●

Over time, pupils' achievement at the end of key stage 2 sits above national averages in almost all areas. This means that pupils are very well-prepared for the next stage in their education. The school provides well-considered support for disadvantaged pupils. As a result of the school's actions the gap between outcomes for disadvantaged pupils and other pupils is narrowing. These pupils overcome their barriers to learning and leave the school with the skills and knowledge they need to succeed.

Staff ensure that pupils gain accuracy and fluency in key areas such as reading, writing and mathematics. Staff identify pupils who need additional support to develop these vital skills. They step in quickly to provide this support so that these pupils do not fall behind their peers. Pupils routinely recall their learning and develop a deep understanding across the curriculum. They routinely produce high-quality work.

Attendance and behaviour

Strong standard ●

The school clearly communicates the importance of attending school on every possible day and arriving promptly. Leaders keep a close eye on pupils' attendance. They waste no time in addressing the issues that prevent pupils from attending school as well as they can. The school goes to great lengths to offer support to pupils and their families. The school's nurture provision has made a significant contribution to this work and led to marked improvements to the attendance of some of the school's most vulnerable pupils. Overall attendance is high.

The school is calm and purposeful at all points in the school day. There are high expectations that pupils will engage in their learning – and they do. They give their full attention in lessons and do not need to be reminded that they should be active participants in their learning. Relationships between adults and pupils are based on kindness, fairness and mutual respect.

Pupils are the best possible advocates for the school. They are polite and articulate. They understand the school rules and say that they are fair. They routinely help each other to make the right decisions. They consider the impact of their actions on others. This means that bullying is exceptionally rare.

Curriculum and teaching

Strong standard ●

The curriculum has been planned with care to ensure that pupils gain new learning in a logical order. While the curriculum is broad and ambitious across all subjects, leaders rightly prioritise the development of pupils' foundational knowledge in reading, writing and mathematics. Leaders continue to review the curriculum to ensure that it provides the best foundations for pupils' next steps.

Staff are skilled practitioners. Across the school, they consistently model new learning clearly. Teachers explain new vocabulary and expect pupils to use these subject-specific

words in their work. They provide pupils with learning tasks that support them to practise new skills and showcase their learning. Pupils have plenty of meaningful opportunities to make links across subjects. For example, Year 6 pupils consider: 'How did people manage to carry on normal life during World War Two?' They learn about rations and then try out recipes from this period of history in a design and technology lesson. Teachers use assessment precisely to check that pupils have grasped new learning. They address pupils' errors and misconceptions without delay. They use 'blast from the past' quizzes to make sure that pupils remember prior learning. Staff provide expert support for disadvantaged pupils, pupils with special educational needs and/or disabilities and others facing barriers. This enables these pupils to learn successfully and experience success.

Inclusion

Strong standard ●

The school is committed to the principles of inclusion. All pupils are welcome here. Staff accurately identify the needs of pupils with special educational needs and/or disabilities as well as any additional barriers pupils may face. Staff receive a wealth of relevant training and information. This means they are well-placed to provide the adaptations to teaching and the learning environment that help disadvantaged pupils to do as well as they can. When needed, the school draws on the expertise of external advice and agencies.

A key part of the school's work is the daily nurture group. Pupils who struggle the most with the demands of the school day benefit hugely from this offer. It provides them with a gentle start each morning and the chance to complete group activities that successfully build their confidence and improve their self-esteem. When pupils return to their lessons, they are ready to learn.

Leaders' use of the pupil premium funding is strategic and well-considered. No stone is left unturned to ensure that disadvantaged pupils access the curriculum and take part in every aspect of school.

Parents and carers are encouraged to be active participants in the decisions that are made for their child. The school also signposts parents to resources and agencies so that they can help their child at home.

Leadership and governance

Strong standard ●

Leaders provide wise and strategic direction for the school. They are relentless in their pursuit of excellence. They keep abreast of current educational research. They use this information well to shape the next steps that provide the impetus for continued school improvement. They rigorously review the action they take to ensure that pupils leave the school very well prepared for the next stage in their education.

Parents rightly hold the school in high regard. They value the high levels of support and care their children receive and are overwhelmingly positive about the school. Staff are also highly positive about the support they receive from leaders. They agree that their workload and wellbeing is considered. They benefit from the school's commitment to well-considered training and opportunities to work with other schools and agencies.

Governors share leaders' high expectations of all pupils. They expertly hold leaders to account for the difference the school is making to pupils' lives. They are sharply focused on school improvement and make sure that leaders' decisions put pupils first. They offer intelligent support and provide robust challenge for leaders. They review the school's work and ask questions that probe leaders' actions. They keep a close eye on the progress that disadvantaged pupils make. They check that the school is prioritising an inclusive culture where every pupil can experience success and leave the school with the skills and knowledge they need.

As a result of leaders and governors superb work pupils thrive personally and academically.

Personal development and wellbeing

Strong standard ●

Leaders' thoughtful and detailed plans for pupils' personal development and wellbeing compliments and enhances the school's academic offer. Their actions mean that pupils are very well prepared for their next steps, and life beyond school. Leaders take every opportunity to provide pupils with a vast array of experiences and opportunities that make a positive difference to their lives. Pupils find their talents and develop new interests as a result of the school's work. Every child has the chance to learn to play an instrument, take part in sporting events, perform in front of an audience and participate in residential visits. Trips and in-school clubs are too many to mention.

The school is at the heart of the local community. Staff and parents organise an annual 'food festival' that is a highlight of the school year. Pupils exhibit their artwork at a local church bringing the local community together to celebrate pupils' creativity. Pupils contribute to a local foodbank and sing and read with the residents of a local care home. This work supports pupils to develop a strong sense of belonging in their school and wider community and understand the value of service to others. Pupils also have meaningful opportunities in school to become young leaders. They take these opportunities seriously and often demonstrate maturity beyond their years.

Throughout the year the school provides carefully timetabled events to help pupils to see the world through the lives of others. Pupils fully understand the importance of respecting difference and treating everyone fairly. They speak knowledgeably about the value of fundamental British values.

The school does not shy away from addressing sensitive topics in an age-appropriate way, for example, challenging gender stereotypes. Pupils meet male midwives and female engineers as part of the school's amazing careers offer. Pupils benefit highly from the school's wider curriculum. They learn how to keep themselves safe in situations they may face both now, and in the future. This includes online safety, responding to peer pressure and recognising the characteristics of healthy relationships. The school's pastoral offer is second to none.

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

West Bridgford Junior School is a great place to learn. Pupils understand the importance of giving their best in all that they do. They work hard. They make every effort to get on well together. This means that pupils learn successfully and socialise happily together in the school's safe and harmonious environment.

Pupils learn to champion themselves, others, the school, their community and the wider world. The school promotes a culture of, 'Get better guys,' and successfully supports pupils to develop the personal attributes that will take them far in life. These qualities include respect, collaboration, creativity, curiosity and perseverance. Pupils are highly motivated to earn a bronze, silver or gold badge when they demonstrate these characteristics. Once achieved, pupils are keen to embrace the further challenge of earning a platinum badge for their contributions to school life.

The school's expectations for pupils' behaviour and attitudes to learning are 'sky high'. Pupils learn to become a, 'Have-a-go hero'. They are routinely polite and kind to one another. They know that bullying is never acceptable. They show high levels of interest and commitment to their learning. They talk about their lessons with enthusiasm and recall important knowledge with confidence and clarity.

Pupils are very well known and cared for. They develop a strong sense of belonging and are confident that they are valued as individuals. Staff show high levels of interest in their lives and address their worries and concerns. Pupils' ideas and views about the school are listened to. For example, pupils are proud that their suggestion to use plants to attract wildlife were included in the school's new sensory garden.

As a result of the school's excellent work pupils thrive and leave the school with the academic and personal skills they need to continue to go from strength to strength.

Next steps

- Leaders should continue to develop opportunities to share their strong practice with other schools.

About this inspection

The chair of the board of governors in this school is Lucy James.

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

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

Inspectors spoke with the executive headteacher, the head of school, the deputy headteacher and the special educational needs coordinator. The lead inspector met with members of the governing board, including the chair of governors, and spoke with a representative from the local authority.

The inspectors confirmed the following information about the school:

The school has a formal collaboration with West Bridgford Infant School. The executive headteacher also leads this school.

The school does not make use of alternative provision.

Executive headteacher: James Willis

Lead inspector:

Caroline Poole, His Majesty's Inspector


Team inspectors:

George Huthart, Ofsted Inspector

Peter Johnston, 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 6 May 2026

School and pupil context

Total pupils

360

Above 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

340

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)

7.22%

Well below 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

0.00%

Well below 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

7.22%

Well below average

What does this mean?

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

National average: 15%

Location deprivation

Well below 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	74%	61%	Above
2024/25 (final)	80%	62%	Above
2023/24 (final)	69%	61%	Above
2022/23 (final)	73%	60%	Above

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	87%	74%	Above
2024/25 (final)	90%	75%	Above

Year	This school	National average	Compared with national average
2023/24 (final)	82%	74%	Above
2022/23 (final)	90%	73%	Above

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	83%	72%	Above
2024/25 (final)	88%	72%	Above
2023/24 (final)	79%	72%	Above
2022/23 (final)	84%	71%	Above

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	87%	73%	Above
2024/25 (final)	92%	74%	Above
2023/24 (final)	83%	73%	Above
2022/23 (final)	86%	73%	Above

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	57%	46%	Above
2024/25 (final)	100%	47%	Above
2023/24 (final)	25%	46%	Below
2022/23 (final)	50%	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	81%	62%	Above
2024/25 (final)	100%	63%	Above
2023/24 (final)	63%	62%	Close to average
2022/23 (final)	83%	60%	Above

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	62%	59%	Close to average
2024/25 (final)	100%	59%	Above
2023/24 (final)	38%	58%	Below

Year	This school	National average	Compared with national 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	71%	60%	Above
2024/25 (final)	100%	61%	Above
2023/24 (final)	50%	59%	Close to average
2022/23 (final)	67%	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	57%	68%	-10 pp
2024/25 (final)	100%	69%	31 pp
2023/24 (final)	25%	67%	-42 pp
2022/23 (final)	50%	66%	-16 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	81%	80%	1 pp
2024/25 (final)	100%	81%	19 pp
2023/24 (final)	63%	80%	-17 pp
2022/23 (final)	83%	78%	5 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	62%	78%	-16 pp
2024/25 (final)	100%	78%	22 pp
2023/24 (final)	38%	78%	-40 pp
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	71%	80%	-8 pp
2024/25 (final)	100%	81%	19 pp
2023/24 (final)	50%	79%	-29 pp
2022/23 (final)	67%	79%	-13 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)	3.2%	5.2%	Below
2023/24 (3 term)	3.8%	5.5%	Below
2022/23 (3 term)	3.4%	5.9%	Below

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)	3.8%	13.0%	Below
2023/24 (3 term)	5.7%	14.6%	Below
2022/23 (3 term)	4.1%	16.2%	Below

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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