

Waddington and West Bradford Church of England Voluntary Aided Primary School

Inspection report

Unique Reference Number	119687
Local Authority	Lancashire
Inspection number	358606
Inspection dates	14–15 March 2011
Reporting inspector	Shirley Herring

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	139
Appropriate authority	The governing body
Chair	Mr Simon Clarke
Headteacher	Mrs Sarah Healey
Date of previous school inspection	29 November 2007
School address	West Bradford Road Waddington, Clitheroe Lancashire BB7 3JE
Telephone number	01200 422915
Fax number	0
Email address	head@wwb.lancs.sch.uk

Age group	5–11
Inspection dates	14–15 March 2011
Inspection number	358606

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by two additional inspectors. They observed eight teachers in 12 lessons. They observed the school's work, and looked at the school's policies, assessments of pupils' progress, the school development plan, teachers' plans, reports from the school's improvement partner and examples of pupils' work. They looked at 62 completed questionnaires returned by parents. They had meetings with governors, staff, pupils and the school's Improvement Partner.

The inspection team reviewed many aspects of the school's work. Inspectors looked in detail at the following.

- The extent to which more able pupils achieve as well as they can.
- The extent to which the increased number of pupils joining the school after the usual time affects progress.
- The extent of the effectiveness of management actions in bringing about improvements.

Information about the school

Almost all pupils in this smaller than average size school are from a White British background. No pupil is known to be eligible for free school meals and no pupil is at an early stage of learning English. The proportion of pupils with special educational needs and/or disabilities is below average. All pupils are taught in classes containing a single age group in the morning and two classes contain more than one age group in the afternoon. The number of pupils who join the school other than at the usual time is increasing.

The independent before- and after-school club on site is inspected separately, and the report will be published on the Ofsted website.

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?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school. It has good features and some aspects of the school's work are outstanding. The school has developed excellent links with parents so that they can be involved in their children's learning. The newsletters for parents provide a weekly update on the progress of individual children with suggestions as to how they can help their child to improve. Pupils feel very safe and secure, with one pupil saying that she never has to worry about being safe and that every day she just thinks about what she is going to do in school. Pupils' understanding of what constitutes a healthy lifestyle is excellent and older pupils take pride in running a healthy tuck shop at break time. Pupils enjoy coming to school as their high attendance confirms.

Whilst attainment at the end of Year 6 has been significantly above average overall for several years, it fell in 2010 to just above average. The proportion of pupils attaining the expected level in English and mathematics was above average but fewer than would have been expected achieved the higher Level 5. Since pupils enter the school with skills that are slightly above average, they make satisfactory progress overall. The school has identified a comparative weakness in writing, particularly for boys, and is seeking to address this through strategies such as creating more opportunities for writing in other subjects. Early indications are that this is beginning to have a positive impact. Assessments for pupils in Year 6 suggest progress in writing is improving. The school has dealt effectively with an increase in the number of pupils joining the school in Key Stage 2 and they are making similar progress to others.

Teaching is satisfactory overall though several examples of good teaching were observed. Teachers and teaching assistants provide good support for pupils with special educational needs and/or disabilities so they achieve well. The pace of some lessons, however, is not sufficiently challenging for the more able pupils and the opportunities for pupils to work independently are limited.

The school has a satisfactory capacity to improve. Since the last inspection effective leadership and management has embedded good improvements in the curriculum and in the pupils' impressive personal development. However, there is room for improvement in securing consistently good teaching and in raising the achievement of the more able pupils.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise achievement by July 2012 by:

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

- - increasing the proportion of teaching that is good
- - increasing the pace of lessons to challenge the more able pupils
- - improving boys' writing to narrow the gap with the girls
- - providing more opportunities for pupils to develop and explain their ideas to improve their understanding.

Outcomes for individuals and groups of pupils

3

Pupils say they enjoy school and the wide range of activities on offer. Pupils learn well when activities are practical and help their understanding, for example when using squared paper to work out percentages of a whole. Learning is less effective when pupils are not given sufficient time to think and develop their own ideas. Pupils behave well and this makes a good contribution to their learning. However, the presentation of the work in pupils' books could be neater.

Pupils enter the Reception class with a range of skills that overall are slightly above what is typical for children their age. They make good progress and they attain skills that are above the expectations for their age by the time they enter Year 1. They make satisfactory progress through the school and attainment is above average by the time they leave Year 6. Pupils with special educational needs and/or disabilities achieve well because of the good level of support they receive. They make particularly good progress in reading so that almost all attain the expected level by the end of Year 6.

Pupils have an excellent understanding of how to stay safe, including internet safety, and have the upmost confidence in the school. Pupils know what constitutes a healthy lifestyle. They have taken the lead in running a healthy tuck shop at break times and benefit from growing their own vegetables. They make an excellent contribution to the school community as play leaders and monitors and their success in being awarded a Green Flag recognises their strong contribution to the environment. Good basic skills and excellent attendance prepare pupils well for the future. Spiritual, moral, social and cultural development is good. Pupils have a clear awareness of right and wrong and are developing an understanding of Christianity and other world faiths.

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

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
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	1
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

Lessons have clear learning objectives which are shared with the pupils and they are developing an increasing understanding of how to judge their own success in learning. Teachers make good use of technology to demonstrate and explain new learning. They use assessments of pupils' learning well to plan work for different groups. However, in some lessons, the effectiveness of the tasks is reduced, particularly for the more able, as the teacher intervenes too quickly with suggestions before pupils have had sufficient time to develop their own ideas. Work is marked carefully and pupils receive good suggestions for improvement, particularly in writing.

The school gives appropriate attention to the development of literacy and numeracy skills. A more creative curriculum is being implemented to link subjects together. Whilst this is at an early stage of development, it is already providing more effective opportunities for pupils to write for a range of purposes and this is beginning to impact on the quality of pupils' writing. The good programme for personal, social and emotional development makes a good contribution to aspects of pupils' good, and sometimes outstanding, personal development. There is a good range of visits and visitors, as when 'Henry VIII' spent the day in school, and this enhances learning. Pupils participate in a wide range of additional activities to extend learning beyond the school day.

Parents are clear that the school takes good care of their children, one parent describing it as '...a very caring school where my children are very happy!' Pupils with special

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

educational needs and/or disabilities are identified at an early stage. They receive good support that targets their need directly and so they make good progress in their work and behaviour. Support for the more able pupils is developing to help them to improve their progress. There are good links with the high schools to ensure a smooth transition, particularly for the most vulnerable. A strong aspect of the school's work is the way in which the increasing number of pupils who start at the school after the usual time are welcomed and integrated, and therefore able to make similar progress to their peers.

These are the grades for the quality of provision

The quality of teaching	3
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 commitment of the headteacher and staff has successfully secured and built on the school's strengths in care, guidance and support and on the pupils' good personal and social development. Constant vigilance has helped to establish and maintain high attendance. Involvement in enriching initiatives such as the Eco Schools and the many opportunities provided for pupils to take responsibility result in them making an outstanding contribution to the community.

There is a regular programme of monitoring teaching and learning, but some aspects of teaching such as maintaining a suitable pace in lessons vary across the school. The procedures for assessing pupils' attainment are good. The school is now looking to present the wealth of information it has to track the progress of individuals more readily and address any slowing of progress at an early stage. The school has rightly identified boys' writing as an area for development and the introduction of a more creative curriculum is helping to provide more opportunities for writing. Assessments for the current year indicate some improvement, but it is too soon for this to impact on results.

Governors are actively engaged in all aspects of safeguarding pupils and staff. The recommended procedures for safeguarding pupils are in place and there is a good level of training for staff and governors. They contribute well to the school's self-evaluation, provide valued challenge for the headteacher and are a regular presence in school.

All the parents who returned a questionnaire say they feel well informed about their child's learning and can access a great variety of information about what is happening in school on the website. The weekly newsletters give extensive information on their child's progress. This is much appreciated by parents and helps them to support and motivate their children well.

The school has access to a wide range of professional support through the Local Authority Inclusion Service to provide specialist help for pupils where needed. Cooperation with a

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

local cluster of schools has helped to enhance the quality of physical education in school. The school seeks to provide equal opportunities for all. Pupils with special educational needs and/or disabilities are well supported so they make good progress. The school is seeking to address the needs of the more able pupils, for example through the arrangements for teaching pupils mathematics in groups, according to their ability.

The school has good links with the church and the local community. Representatives from various faiths are welcomed in to assembly to raise pupils' awareness of others. The school has developed good links with a school with pupils from a different ethnic background to help prepare them for life in a culturally diverse society. Links are now being extended to include schools further afield.

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	3
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	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children enter the school with a range of skills that overall are at or above the levels expected for their age. They make good progress and their attainment is above the expected level overall by the time they enter Year 1, though the school has identified aspects of numeracy as an area for further improvement.

The teacher plans a good range of purposeful, practical activities, indoors and outside, that show a good understanding of how young children learn. Areas of learning are linked effectively together to reinforce children's understanding. For example they look at similarities and differences in spring flowers, discuss techniques to create a picture and look out for signs of new spring life the following day as they follow their map to walk to the Post Office. They respond well to high expectations of behaviour and have a good understanding of rules and routines, for example putting up hands and taking turns. Good assessment procedures are used effectively to provide suitable challenge and support so

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

all achieve well. Children are well motivated and enjoy placing their name to show they have achieved a target, for example remembering their address.

The Early Years Foundation Stage is led and managed well. There are good procedures for introducing children to school and for ensuring a smooth transition to Year 1. The weekly e-mails to parents provide good information and parents enjoy completing a 'WOW!' card for the teacher to report a child's good work at home. Procedures to ensure the welfare and safety of the children are in place.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

A good proportion of parents returned a completed questionnaire. Inspection evidence supports parents' views that the school keeps their children safe, helps them to live a healthy lifestyle and prepares them well for the next stage of learning.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Waddington and West Bradford Church of England Voluntary Aided Primary 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 62 completed questionnaires by the end of the on-site inspection. In total, there are 139 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	49	79	13	21	0	0	0	0
The school keeps my child safe	49	79	13	21	0	0	0	0
My school informs me about my child's progress	42	68	19	31	0	0	0	0
My child is making enough progress at this school	37	60	25	40	0	0	0	0
The teaching is good at this school	38	61	24	39	0	0	0	0
The school helps me to support my child's learning	34	55	28	45	0	0	0	0
The school helps my child to have a healthy lifestyle	40	65	21	34	1	2	0	0
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)	33	53	22	35	0	0	0	0
The school meets my child's particular needs	40	65	21	34	0	0	0	0
The school deals effectively with unacceptable behaviour	37	60	20	32	0	0	0	0
The school takes account of my suggestions and concerns	31	50	23	37	2	3	0	0
The school is led and managed effectively	38	61	19	31	1	2	0	0
Overall, I am happy with my child's experience at this school	46	74	15	24	1	2	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 2009 to 31 August 2010 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 2009/10 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.



16 March 2011

Dear Pupils

Inspection of Waddington and West Bradford Church of England Voluntary Aided Primary School, Clitheroe, BB7 3JE

Thank you for making us so welcome when we visited your school. You are polite, friendly and well-behaved and we were pleased to see that so many of you come to school every day. Well done!

We agree with you and your parents that the school takes good care of you all and there is always an adult to give you extra help when you need it. You make satisfactory progress in school and reach standards that are above what could be expected for your age by the time you leave Year 6.

We think that your school is satisfactory, which means that there are many good things about the school and some which could be improved. Your understanding of keeping healthy and safe and the way you carry out your responsibilities are outstanding, which is the highest grade I can give.

To make your school even better the adults are going to help you make progress more quickly by:

- making sure that even more lessons are good
- giving you chance to work things out for yourselves
- continuing to improve the quality of your writing, particularly the boys'.

I hope you continue to enjoy school and that you come every day if you can.

Yours sincerely

Shirley Herring

Lead Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.