

Waddington and West Bradford Church of England Primary School

West Bradford Road, Waddington, Clitheroe, Lancashire, BB7 3JE

Inspection dates

7–8 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The quality of teaching has improved since the last inspection and it is now good. Teachers demonstrate good subject knowledge and question pupils skilfully.
- Teachers plan lessons that very much appeal to the interests of their pupils. They make sure that learning is fun.
- Attainment at the end of Year 6 is improving and overall is well above national levels. Pupils achieve well in all classes.
- Behaviour is exemplary in class and around school. Attendance is above average and pupils arrive at school on time.
- Pupils feel very safe at school and they know that they are well cared for by all staff. Relationships between pupils and between pupils and staff are excellent. Older pupils take pleasure in carrying out their responsibilities and all pupils are welcoming, polite and courteous.
- The curriculum provides an exciting range of learning opportunities that match the needs of pupils. It also contributes very well to the spiritual, moral, social and cultural development of all pupils, preparing pupils for their next stage of learning.
- Leadership and management, including governance, are good. Leaders frequently and thoroughly check the quality of teaching. They are quick to pinpoint areas for improvement and take appropriate action.
- The headteacher has a very clear view of how successful the school can be. She shares her high ambitions for continued school improvement with all staff.

It is not yet an outstanding school because

- Teachers' comments to help pupils improve their writing are very helpful in English, but they do not always provide the same good guidance in mathematics or in other subjects.
- Occasionally teachers do not deliver lessons that are at the right level for all pupils, activities may be too difficult or too simple.
- Sometimes teaching assistants require more specific training to better support pupils.

Information about this inspection

- The inspector observed 10 lessons, one of which was a joint observation with the headteacher, attended the family assembly and listened to pupils reading.
- Meetings were held with groups of pupils, members of the governing body, a local authority representative, parents and school staff.
- The inspector took account of thirty seven responses to the on-line questionnaire (Parent View).
- A range of documents were looked at, including the school's analysis of how well it is doing and the improvement plan, pupils' progress information, checks on the quality of teaching, minutes of governing body meetings and records relating to behaviour, attendance and safeguarding. The inspector also examined work in pupils' books.

Inspection team

Louise Murphy, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a smaller than average sized primary school.
- The proportion of pupils known to be eligible for the pupil premium (additional funding provided for children in local authority care, those from services families and those known to be eligible for free school meals) is well below average.
- The majority of pupils are from a White British heritage and speak English as their first language.
- The proportion of pupils supported at school action is below average.
- The proportions of pupils supported at school action plus or who have a statement of special educational needs are well below average.
- A high proportion of pupils join the school at times other than expected.
- The headteacher acts as associate headteacher to another school, which is situated about six miles away.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Continue to raise pupils' attainment in English and mathematics and further improve teaching so that more is consistently outstanding by:
 - setting work that challenges every pupil at the right level throughout the lesson
 - consistently providing written guidance to pupils so that they know how to improve their work
 - making sure that teaching assistants are fully trained in aspects of the curriculum that they deliver.

Inspection judgements

The achievement of pupils is good

- Children start school with a range of skills that are just above those typically expected for their age. Communication and language are not as well developed as their number skills. Children are taught well and move into Year 1 with skills that are slightly above average for their age, having made good progress across all areas of learning.
- Reading is taught well across the school. Younger children learn how to link letters and the sounds that they make (phonics). Year 1 pupils did very well in the 2012 national phonics screening check. Pupils very quickly develop a fluent style and an enthusiasm for reading so that attainment in reading is above average at the end of both key stages
- Some pupils miss the good teaching and learning that takes place in the Reception class and in Key Stage 1 because they join school at Key Stage 2. The school acts quickly to find out whether these pupils need any additional support and if necessary put actions in place to make sure pupils achieve well.
- Attainment in reading, writing and mathematics is improving at the end of Year 6 and in 2012 attainment overall was significantly above national levels. The proportion of pupils making expected and better than expected progress in English and mathematics compares favourably with national figures.
- Staff meet regularly to discuss the progress of individual pupils. Should there be any indication that any pupil is not progressing as expected, effective support is established. As a result, all pupils, including those who are disabled or who have special educational needs make the same good progress across the school.
- As recently as the start of this year a small number of pupils have become eligible for additional support through the pupil premium funding. The school has not yet received this money but has already appointed additional staff to support the learning of those pupils who will be eligible and they are all making good progress.

The quality of teaching is good

- Teaching has improved since the last inspection; it is good overall and some teaching is excellent. This supports all groups of pupils including those who are disabled or who have special educational needs, pupils eligible for pupil premium funding and those who join school later than expected to make good progress across the school.
- Teachers usually use their good knowledge of what pupils know to plan lessons. However, there are a few occasions when work is too easy or too hard for some pupils which means that they do not always learn quickly enough.
- Reading is taught well across the school; adults make sure that pupils fully understand what they are reading by asking thoughtful questions and encouraging older pupils to review the books that they have read. Improving writing has been a focus across the school and the gap between boys and girls writing is now very much reduced. Pupils learn basic mathematics skills well and there is now a firm focus on applying these skills to problem-solving activities in mathematics and in other areas of the curriculum.
- Teaching assistants contribute well to pupils' learning, working closely with class teachers to ensure that the support they provide is effective. However, some would benefit from additional training in matching letters and sounds so that they can support pupils to make even more progress.
- Relationships between staff and pupils are excellent. Pupils select one theme to study each year and this autonomy encourages them to research their chosen topic well. Class 5 knew so much about Spain, which helped them write very persuasive arguments for and against bull fighting.
- Marking is very effective in writing and explains to pupils how they can improve their work. However, the comments in mathematics and topic books are not always of the same high

quality. Moreover, pupils are not always given the opportunity in lessons to correct their work which may slow progress.

- Teachers make sure that activities are well resourced and provide memorable experiences for pupils. Reception children have had a number of visits from professionals including a fireman, a vet, a nurse and a dentist. Children enthusiastically adopted these roles and could be seen bandaging toys and brushing model dentures. They could not wait to discuss the exciting things that they had seen. For example, an ultrasound visual of a lamb's heart beating.

The behaviour and safety of pupils are outstanding

- Pupils are polite and courteous to adults and each other. Pupils across the school enjoy spending time together. For example, Year 6 pupils regularly read with Year 1 and 2 pupils and all pupils say that this really helps them with their reading. Pupils also work in Rainbow teams that are made up of pupils from every year group. They work together for one morning each half term on exciting activities which encourage all pupils to work together, help each other, get to know each other and become good friends.
- Behaviour around the school and in lessons is excellent. Pupils are extremely keen to learn. They strive to do their best in all that they do. For example, the hard work of the eco committee in promoting fair trade awareness won the school an award for being the first in the area to achieve, 'Fair Trade Status'.
- Pupils feel very safe in school and parents agree that their children are well looked after and safe. Pupils are confident that staff care for them exceptionally well and know that if they have any concerns, there would be an adult to help them sort it out.
- Pupils have a clear understanding of the different forms that bullying can take, including cyber-bullying and name calling. They also understand that, 'bullies can be hurting too.'
- Pupil councillors spoke enthusiastically about raising money and creating a silk hanging for a Children's Centre in Kampala.
- Pupils arrive on time and attendance is high which reflects pupils' enjoyment of school life. They do not want to miss it.

The leadership and management are good

- The headteacher makes sure that the school is at the heart of the community. She invites, governors, staff, parents and pupils to contribute toward writing the school development plan, which identifies appropriate actions to raise standards. The school has effectively addressed the areas for improvement identified at the last inspection and is well placed to improve further.
 - The curriculum meets the needs of pupils very well because staff introduce improvements in a ways that appeal to pupils. For example, staff felt that presentation in pupils' books could be better and so introduced the 'pen licence.' Only when presentation is good are pupils permitted to use pen. This has had a very positive impact on presentation and on the quality of pupils writing. The curriculum is made even more exciting by the range of after-school activities, including sporting and musical classes that pupils thoroughly enjoy.
 - School leaders check on the quality of teaching regularly and pupils' progress is closely tracked to make sure that salary increases are awarded only when teachers help pupils to learn well. Teachers' professional development is linked to school priorities. For example, when the school wanted to make the curriculum more relevant to pupils a teacher with a personal interest in curriculum development attended training and then supported colleagues to enhance their skills. This had a positive effect on pupils' progress and enjoyment of learning.
 - Spiritual, moral, social and cultural development is exceptionally well promoted and supports pupils to make an excellent contribution to the positive atmosphere in school. Pupils are aware
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of different religions and cultures and are given ample opportunities to work together in groups and reflect on how to behave well and treat others kindly. This helps prepare pupils well for the next stage of their education.

- The local authority provides light touch support for this good school.
- Safeguarding meets statutory requirements.

■ **The governance of the school:**

– Governors know the strengths and priorities of the school because they are extremely involved in school improvement planning and visit school regularly. Governors will soon attend training to help them to better review progress information and provide an even more informed level of challenge to school leaders. The governing body has agreed to increase spending on staff in order to support pupils known to be eligible for pupil premium funding. This confirms their commitment to providing equal opportunities for all pupils. The governing body makes sure that pupils and staff are safe, manages the budget well and participates in relevant training. Governors understand the link between the quality of teaching and pupils' progress and make sure that teachers' progression through the pay scale is linked to how effective they are.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	119687
Local authority	Lancashire
Inspection number	405878

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	131
Appropriate authority	The governing body
Chair	John Brocklehurst
Headteacher	Sarah Healey
Date of previous school inspection	14 March 2011
Telephone number	01200 422915
Email address	head@wwb.lancs.sch.uk

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