

Friday Bridge Community Primary School

Maltmas Drove, Friday Bridge, Wisbech, PE14 0HW

Inspection dates 4–5 June 2014

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

Summary of key findings for parents and pupils

This is a good school.

- Teaching is consistently good across all year groups in reading, writing and mathematics.
- As a result, and given their starting points, pupils generally make good progress in these subjects.
- The progress made by children of Reception age is particularly strong.
- More-able pupils make good progress and receive work that is suitably challenging.
- The progress made by disabled pupils and those who have special educational needs is good.
- Pupils enjoy coming to school, and have high levels of respect for each other and the teachers.
- Behaviour is good because it is well managed by teachers.
- Pupils have good opportunities to learn about other places, people and cultures.
- Leaders and managers have high expectations of pupils. They have a good understanding of each individual's specific learning needs and the quality of teaching being delivered to them.
- Governors ask school leaders questions about school performance and have rigorous systems in place to ensure that pupils remain safe.

It is not yet an outstanding school because

- Over time, the progress that pupils make in writing is not as strong as that made in reading or mathematics because pupils do not do enough writing.
- Teachers do not always have as high expectations in other subjects as they do in English and mathematics.
- When pupils work in other subjects, they do not always make the most of their English and mathematics skills.

Information about this inspection

- The inspector observed teaching and learning in 12 lessons. Three joint lesson observations were undertaken with the headteacher. In addition, the inspector made other visits to classes, looked at pupils' books, listened to pupils read and examined pupils' work on display.
- Meetings were held with pupils, the Chair of the Governing Body and other governors, and a representative from the local authority.
- The inspector took account of the outcomes from a parent questionnaire undertaken by the school. There were insufficient responses to the Ofsted questionnaire, Parent View, from which to draw conclusions. He also talked directly to parents during the inspection. In addition, the 18 responses received to a staff questionnaire were considered.
- The inspector observed the school's work and looked at a number of documents. This included the school's own information on pupils' progress, planning and monitoring documentation, and records relating to behaviour, attendance and safeguarding.

Inspection team

Andrew Read, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- The large majority of pupils are White British. The school has an above average number of pupils from Romany or gypsy backgrounds.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion supported through school action plus or with a statement of special educational needs is also above average.
- An above-average proportion of pupils are known to be eligible for the pupil premium (the additional government funding given to schools for pupils known to be eligible for free school meals).
- The school meets the government's current floor standards, which set the minimum expectations for pupils' standards and progress in reading, writing and mathematics.

What does the school need to do to improve further?

- Enable more pupils to make rapid progress, especially in writing, by:
 - giving pupils more opportunities to practise their writing skills and to write at greater length
 - making sure that pupils reinforce their reading, writing and mathematical skills through their work in other subjects
 - ensuring that subject leaders check that the high expectations seen in English and mathematics are mirrored across all subjects.

Inspection judgements

The achievement of pupils is good

- Small cohort sizes make year-on-year comparisons difficult, particularly when using average attainment or progress figures. However, when looking at the individual starting points of each pupil, it can be seen that, over time, learners make good progress in reading, writing and mathematics. When compared to national figures, pupils attain below-average standards in writing, while standards are average and above average in reading and mathematics.
- Children join Reception with levels of development well below those expected for their age. However, recent improvements in provision mean that Reception pupils make strong progress and reach a good level of development by the time they move into Year 1.
- Pupils make good progress in learning about how letters and sounds are linked (phonics) and the percentage reaching the expected level in the Year 1 phonics check was similar to the national average.
- The rate of progress made by pupils in Key Stage 1 is good. Although standards reached have historically been below national averages, recent improvements in provision mean that standards reached by the end of Year 2 are rising.
- Across the school, given pupils' starting points, progress in reading is good. Pupils enjoy their books and the majority read at and above expected levels, using phonics skills to read unfamiliar words. This is due to improvements made to the teaching of reading, and high-quality phonics teaching in younger age groups.
- Pupils have a good capacity to apply mathematical skills to real-life problems. For example, younger pupils learn to use money within the context of an imaginary shop. During the inspection, older pupils were seen tackling demanding problems calculating the area of complex two-dimensional shapes.
- The rate of progress made by pupils in writing is not as high as that achieved in reading and mathematics. As a result, standards reached by Year 6 pupils are typically lower than that reached in reading or mathematics. However, achievement in writing is improving because teachers are now setting work that is at the right level of difficulty.
- Pupils do not make the same good progress in other subjects that they make in English and mathematics. For example, more-able pupils were seen doing work that was too easy for them.
- The achievement of pupils supported by the pupil premium is good. While the overall standards that they reach is lower in comparison to other pupils, rates of progress are equally good, and in some cases better, than that of their classmates. In 2013, eligible pupils, at the end of Year 6, were two terms behind their classmates in mathematics, three terms behind them in writing but one term ahead of them in reading.
- The learning and progress of pupils with a Romany or gypsy background is good. These pupils enjoy coming to school, and have benefited from the provision of additional tailored support.
- Disabled pupils and those who have special educational needs make good progress. The school has a detailed knowledge of the specific learning needs of these pupils and provides support and special help at an appropriate level. For example, good use is made of sensory therapy to help

pupils access their learning.

- The school is using the new primary school sports funding to strengthen its sports provision for all pupils. They are benefiting from specialist sports coaches. A good amount of lesson time is devoted to sport, and pupils say that they have a wide range of choices available. Leaders and managers feel that opportunities to develop more advanced skills through specialist teaching have increased.

The quality of teaching is good

- The quality of teaching seen during the inspection, the school's own long-term monitoring information, work in pupils' books, and information about how well pupils have been doing, shows that teaching is consistently good, particularly in reading and mathematics.
- During the inspection a structured reading session demonstrated why pupils make such good progress in this area. Learners were sharing their reading, enjoying their books and discussing the meaning.
- The teaching of the youngest pupils in the school is particularly strong. Such teaching is characterised by a strong emphasis on identifying areas for development for each child, and using these to plan and deliver well-tailored tasks and activities.
- Teachers generally give higher-ability pupils harder work. For example, during the inspection some more-able pupils were seen leading the development and delivery of digital learning, such as learning to program a computer and writing blogs.
- Pupils with a Romany or gypsy background are well provided for. These learners say that they enjoy coming to school, and parents feel that the school keeps them well informed, particularly in how best to support their children's learning outside of school.
- The teaching of disabled pupils and those who have special educational needs is good. A variety of different teaching approaches are used, some of which are delivered by well-briefed support staff. For example, during the inspection, pupils were seen receiving high-quality one-to-one coaching, while also being given opportunities to participate in whole-class and group activities.
- Marking and assessment are rigorous in reading, writing and mathematics. Pupils are familiar with how well they are doing, and know how to improve their work. The school has adopted innovative ways to remind pupils how to improve their work. For example, personalised sticky notes that pupils move from page-to-page in their books remind them how to improve specific aspects of their work.
- While teachers' expectations are consistently high in English and mathematics, this is not always the case in other subjects. At times, pupils are not expected to work at the highest levels of which they are capable.
- While progress in writing is improving, pupils' books show that they do not have enough opportunities to extend their writing skills through tasks that require them to develop their ideas over several paragraphs.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils display good attitudes to their work and a pride in their books.
- Pupils work very well together, collaborating to support each other's learning. This is particularly evident when they are asked to work in pairs; for example, when working on specific mathematical challenges and problem solving in Key Stage 2.
- Pupils say that they enjoy their homework because they have been helped to develop personal learning and organisational skills.
- Records which note any incidents of poor behaviour confirm that, while some do occur, they are consistently well managed and result in positive outcomes. This means that pupils are able to focus fully on their learning.
- The school's work to keep pupils safe and secure is outstanding. The school has rigorous safeguarding procedures which go well beyond the minimum required by the law. Very good levels of training mean that all staff are relentless in ensuring that any concern is dealt with quickly and diligently.
- Pupils are very well cared for, and parents and pupils universally say that the school has excellent processes in place within which to raise concerns and discuss individual pupils' performance.
- Pupils have a very good awareness of how to stay safe, including when using devices that are connected to the internet.
- Bullying is rare and any disagreement that does occur is very rapidly dealt with by staff. Pupils enjoy each other's company. They say that they feel very comfortable playing in different year groups and have peers who they can turn to if they feel lonely.
- Adult-pupil relationships are excellent and serve to reinforce a strong sense of community. Pupils say that all adults are approachable. Playtimes are very well supervised by staff, and special attention is given to ensuring that all pupils are occupied and having fun through well-resourced activities.

The leadership and management are good

- The headteacher, ably supported by a strong senior leadership team, sets high aspirations for the outcomes achieved by pupils, regardless of their starting point or circumstances. Feedback given in the staff survey shows that morale is high and teachers are proud to work in the school.
- Senior leaders and managers have a good understanding of the priority areas of the school. Their own self-evaluation is accurate.
- Subject leaders with responsibility for reading, writing and mathematics have a good understanding of their subject areas. They monitor how well individual pupils are doing on a regular basis, and ensure that teachers push pupils to achieve well. However, leaders do not always check that teachers maintain similarly high expectations in other subjects.
- The school has been awarded an 'eQuality Mark', validating the fact that leaders ensure that there is no discrimination within the school.

- The Early Years Foundation Stage is well led. A well-informed phase leader ensures that teaching is well planned. For example, all supporting adults have been well briefed and trained to perform their roles.
 - The coordination of provision for disabled pupils and those who have special educational needs by the Inclusion Co-ordinator is good. Accurate records are maintained, enabling the school to plan appropriate support and monitor its impact. As a result, these pupils make good progress.
 - Pupils benefit from a broad range of learning opportunities, and say that they particularly enjoy the wide array of activities offered during lunchtimes and after the school day has ended. Creative subjects, such as art and music, are well provided for, giving good opportunities for pupils to express their feelings and ideas in different ways.
 - Pupils' spiritual, moral, social and cultural development is promoted effectively. Assemblies are well received by pupils and encourage a strong sense of community identity. Pupils receive good-quality exposure to other cultures and localities. For example, a recent residential trip to a London school shows the importance that the school places on widening pupils' experiences to include contrasting inner-city localities. Pupils also take advantage of a range of opportunities to engage in art, sport, music and drama, some of which is made feasible through effective partnerships with other local schools.
 - The school has been well supported by the local authority. For example, an adviser appointed by the local authority has been supporting the headteacher. Staff and governors frequently attend various courses.
- **The governance of the school:**
- The governing body are highly ambitious for the school. They support the senior leadership team by monitoring and challenging the standards achieved by pupils and this has led to continuous improvements in teaching and learning. Governors also set high standards in expected care and support for vulnerable pupils, including the early identification of potential concerns.
 - Governors are aware of the positive impact of additional funding on the pupils' achievements, and have a good awareness of the specific sums involved. Such efficient management of resources extends to the allocation of other school funds, which are also well managed to support all pupils.
 - Governors keep themselves up to date through regular training based on a good self-awareness of their own strengths and weaknesses. They are very well aware of the link between teachers' performance and pay.
 - Governors receive good information from the headteacher via termly briefing booklets, the contents of which are used to challenge and support senior leaders.
 - Governors fulfil their statutory duties in regard to safeguarding.

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	110633
Local authority	Cambridgeshire
Inspection number	444210

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

Type of school	Primary
School category	Community
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	103
Appropriate authority	The governing body
Chair	Roy Bradbury
Headteacher	Jayne Williams
Date of previous school inspection	18 November 2009
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