

# Whaley Bridge Primary School

Buxton Road, Whaley Bridge, High Peak, Derbyshire SK23 7HX

## Inspection dates

28–29 November 2018

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Despite some successes, leaders have not addressed all the areas for improvement identified at the last inspection. Weaknesses in the teaching of mathematics still exist.
- Some pupils are not making consistently good progress in writing and mathematics.
- Not all teachers use assessment information effectively enough to plan activities that are well matched to pupils' needs.
- Teachers' questions sometimes do not help pupils to spot errors in their work. They do not consistently give pupils good guidance as to what they need to do next.
- Leaders do not address weaknesses in the quality of teaching, learning and assessment quickly enough.
- Leaders do not check that the wider curriculum is planned well enough to ensure that pupils learn in sufficient depth.
- Leaders do not ensure that the strong practice evident within the school is effectively shared across all year groups.

### The school has the following strengths

- The specially resourced provision is well led and managed. Pupils with complex special educational needs and/or disabilities (SEND) often make excellent progress.
- The leadership of the early years is good. The early years leader has ensured that teaching is engaging and challenging. As a result, children make good progress in the early years.
- The governing body is effective in holding leaders fully to account.
- Pupils are resilient. They persevere in lessons and have positive attitudes to learning. Staff have very high expectations of pupils' behaviour. Consequently, pupils behave well.

## Full report

### What does the school need to do to improve further?

- Improve the effectiveness of leadership and management by ensuring that:
  - leaders act swiftly to address weaknesses in teaching and learning
  - leaders check that teachers use their knowledge of what pupils know already to plan the next activities for them
  - leaders develop the wider curriculum to ensure that it is well sequenced and planned in sufficient depth, so pupils know more and remember more
  - the strong elements of teaching practice are shared across all year groups.
- Improve the quality of teaching, learning and assessment and improve pupils' outcomes by ensuring that:
  - teachers effectively use assessment information to plan activities that are well matched to pupils' needs, particularly in mathematics
  - teachers ask questions that help pupils understand where they have made errors, and show them how to improve their work.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- Leaders have not fully addressed the areas for improvement from the last inspection, in mathematics. There has been some success in improving pupils' skills in problem-solving and reasoning. However, not all actions have been as effective, resulting in pockets of weaker teaching and inconsistency in pupils' progress.
- Leaders do not act swiftly to address identified weaknesses in the quality of teaching. As a result, pupils do not consistently make as much progress as they should.
- Leaders have introduced a new system to check rigorously the progress pupils are making from their starting points. As a result, leaders now have a good understanding of the progress pupils are making in reading, writing and mathematics.
- The headteacher and deputy headteacher set high expectations for staff and pupils. Despite staffing changes, they have developed a new, effective leadership team that is driving improvement throughout the school. Staff feel well supported by the senior leadership team and morale is high. There is clear capacity for further improvement. For example, where leaders provide targeted support to some teachers, they receive additional training that quickly improves the quality of teaching and learning.
- Leaders responsible for English and mathematics receive effective training and support from the local authority. Leaders are identifying areas of stronger practice and beginning to provide coaching and support for teachers and teaching assistants. Leaders acknowledge that this stronger practice should now be shared among all year groups to ensure that teaching, learning and assessment are consistently good.
- The leader responsible for pupils with special educational needs and/or disabilities (SEND) leads the provision for these pupils very well. Additional funding is used effectively to provide bespoke packages of support. Because of this, pupils with complex SEND often make excellent progress.
- Leaders ensure that the pupil premium funding for disadvantaged pupils is carefully planned and targeted to improve their academic, social and emotional skills. Pupils receive support to improve their skills in English and mathematics, in addition to interventions that increase their self-esteem and raise aspirations. Consequently, disadvantaged pupils now make better progress.
- Leaders use the physical education (PE) and sports funding effectively. Pupils, including those pupils with complex SEND, have access to a wide range of sports, including football, swimming, triathlon and cross country. Pupils enjoy competitive, inter-school events and are proud to be boccia (a Paralympic sport, similar to bowls) champions within their locality.
- Leaders ensure that the curriculum is broad and balanced. There is a wide range of extra-curricular activities available to pupils, including origami club and choir. However, leaders do not check that the wider curriculum is planned well enough to ensure that pupils learn in sufficient depth. Consequently, progress in these subjects is not consistently good.
- Provision for pupils' spiritual, moral, social and cultural development is a strength of

the school. Pupils enjoy the arts and learn to play musical instruments, often holding performances for parents. The school's vision of 'for every child, a chance to shine' is evident throughout the school. As one parent stated: 'The school is a nurturing environment that encourages children to respect differences and celebrate achievements.'

- Pupils understand fundamental British values. They learn about faiths and cultures different to their own with great interest, respect and tolerance. Pupils spoke with inspectors about 'Brexit' and demonstrated their clear understanding of democracy and the rule of law. Pupils are well prepared for life in modern Britain.

## **Governance of the school**

- The governing body is effective in holding leaders to account. Governors are committed to improving pupils' outcomes. They complete regular visits to school to check on the work of school leaders. The governing body has a clear understanding of the strengths and weaknesses of the school.
- Individual governors attend regular training sessions and update their knowledge frequently. As a result, the governing body is knowledgeable and skilled in asking challenging questions and supporting leaders.
- The governing body ensures that leaders use additional funding effectively. Its members receive detailed reports from leaders and presentations from staff and pupils about the success of initiatives. Where there is a lack of proven success, governors are not afraid to question the impact of spending decisions.
- Governors fulfil their statutory duties well. For example, they make regular checks on safeguarding, including recruitment procedures, site security and child protection procedures. This ensures that pupils are safe in school.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- There is a strong safeguarding culture within the school. Staff are well trained, and their knowledge is regularly updated. Consequently, staff are vigilant and aware of the signs of abuse and how to access help for pupils.
- Staff prioritise pupils' safety and well-being. They are tenacious in seeking, and providing, support for families at the earliest possible stages. Leaders work well with a wide range of external agencies such as multi-agency support teams, as, and when, needed.
- Pupils are safe in school. Pupils say they can speak to any adult about their concerns or write down their worries in the 'wibble box', knowing an adult will help them. Pupils are taught how to stay safe and can effectively identify and manage a wide range of potential dangers and risks, including when online.
- Parents agree the school is a safe place for their children. One parent stated: 'I love our school. I'm happy in the knowledge that my children are well looked after and safe.'

## Quality of teaching, learning and assessment

**Requires improvement**

- The quality of teaching, learning and assessment is not consistently good. Where teaching is weaker, particularly in key stage 1, teachers do not always use assessment information well enough to plan activities that are well matched to pupils' needs. As a result, pupils' work is either too easy or too hard.
- The teaching of mathematics, although improving, is still not consistently good. Some pupils do not have a deep and secure understanding of their learning in this subject, because teachers' questions do not help them see where they have made errors or help them know what to do to put them right.
- Teachers ensure that pupils have good opportunities to develop their skills in problem-solving and reasoning in mathematics. Pupils are confident to explain their answers to calculations and questions. However, in some instances, teachers do not adapt their plans to ensure that there is sufficient challenge for all pupils.
- The teaching of English is stronger, particularly in key stage 2. In writing lessons, teachers demonstrate secure subject knowledge, for example by skilfully weaving in opportunities to extend pupils' spelling, punctuation and grammar skills. As a result, most pupils achieve well.
- The teaching of early reading is effective. Teachers use a systematic approach to teach phonics. Pupils have secure phonic knowledge which they use to help them read words. Because of this, most pupils read fluently and show enjoyment and interest in the books they read.
- In the specially resourced provision, teachers carefully match activities to pupils' abilities and interests. Staff have high expectations of what pupils can achieve. Questioning is expertly used to check and deepen pupils' understanding. For example, in one mathematics lesson, some pupils accurately counted playdough cakes in baking trays. More-able pupils were then challenged to buy the cakes, using different coin combinations each time.
- Teachers deploy teaching assistants effectively to work with groups of pupils, including disadvantaged pupils and those with SEND. Teaching assistants model and explain activities clearly and adapt learning where necessary. Pupils with SEND and disadvantaged pupils are well supported and are equipped to be successful learners.
- Teachers have positive relationships with pupils. They work tirelessly to develop a 'can do' attitude to learning. As a result, pupils enjoy learning and want to be challenged. One pupil said, 'I've made a massive improvement since Year 5 because you can move yourself on if the work is too easy.'
- Teachers set a wide range of homework. Pupils enjoy and value this learning. They say that it helps them to practise the skills they have learned so they remember them.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are proud to be part of the school. They care for each other well and are very mindful of other pupils and their needs. While inspectors observed playtime with the 'safeguarding sheriffs', one pupil asked, 'Please may I just go and help this child? I can see she is upset.'
- Pupils are resilient and they persevere in lessons. They consistently demonstrate positive attitudes to their work and have a desire to be successful learners. One pupil commented that 'making mistakes is OK because we can learn from them'.
- Pupils enjoy being together. At playtimes, pupils from the specially resourced provision join with other pupils, talking and laughing while playing games in the yard. Pupils take great pride in their school's inclusivity and this is mirrored in their respect and tolerance for everyone in the school community.
- Pupils are taught how to stay safe from a range of dangers. Pupils know how to stay safe online, have a good understanding of road safety and talk extensively about water safety.
- In assemblies, Year 6 pupils share their knowledge of bullying with others. Pupils are actively involved in writing the school's anti-bullying policy, alongside teachers. Consequently, pupils have a very secure understanding of all forms of bullying and state that it rarely occurs.
- Pupils know about healthy eating and the importance of exercise. They eat fruit and drink water at breaktimes and lunchtimes. They enjoy PE lessons and running the 'daily mile' each day. This helps pupils to lead healthy lifestyles.

## **Behaviour**

- The behaviour of pupils is good.
- Staff have very high expectations of pupils' behaviour. Consequently, pupils behave well. They are polite and well mannered. They greet adults with a friendly 'hello' and hold doors open for visitors.
- Staff closely monitor pupils' behaviour. They are quick to address any low-level disruption in classes. Staff consistently promote the idea of mutual respect among pupils. As a result, there is very little disruption to pupils' learning and there are high standards of self-discipline.
- Pupils' behaviour at playtimes and lunchtimes is good. Staff provide a range of activities for pupils, including football, running circuits and obstacle courses. Because of this, pupils share, take turns and cooperate well.
- Staff work effectively to improve pupils' attendance and punctuality. They have established rigorous systems to check pupils' attendance and they provide support to families where poor attendance is a concern. Staff seek support from external agencies and establish effective partnerships. Staff promote the importance of good attendance through assemblies and rewards. Consequently, pupils' attendance, including that of disadvantaged pupils, is now above the national average. Persistent absence has fallen dramatically and there has been a significant reduction in the number of pupils arriving late to school.

## Outcomes for pupils

## Requires improvement

- Pupils' progress is not consistently good. For example, in 2018, pupils leaving key stage 2 made less progress in writing and mathematics than other pupils nationally. The proportion of these pupils who attained the expected standard in these subjects was below the national average.
- Work from pupils currently in the school shows that their progress in writing and mathematics is improving, particularly in key stage 2. However, this progress is still not consistent across year groups. Some pupils are not making the gains they need to.
- The proportion of pupils who left key stage 2 recently having achieved the expected standard in reading was below the national average. However, these pupils made similar progress when compared to other pupils nationally. Pupils' workbooks show the good progress that current pupils are making in reading.
- In 2018, the proportions of key stage 1 pupils attaining the expected standards in reading, writing and mathematics was either in line with, or just above, the national average.
- The proportion of pupils achieving the expected standard in the phonics screening check has been broadly in line with the national average for the past three years.
- Additional, targeted support is having a good impact on the progress of current pupils who are disadvantaged or with SEND. Consequently, these pupils overall make good progress across different year groups.
- Pupils are taught a broad and balanced curriculum. However, some of this work is not well sequenced and lacks depth of knowledge, skills and understanding. Consequently, pupils' progress in the wider curriculum is not consistently strong.

## Early years provision

## Good

- The leadership of the early years is good. The leader's self-evaluation is accurate. As a result, leaders have a clear understanding of the strengths and weaknesses in the early years and are striving for further improvement.
- Children overall enter the early years with skills typically found in others of the same age. The early years leader ensures that teaching is engaging and challenging. As a result, children get off to a good start.
- Teachers and teaching assistants work as an effective team, establishing routines and modelling high expectations for behaviour. As a result, children are calm and well behaved.
- Teachers accurately assess what children know, understand and can do. They use this information to plan activities that are well matched to children's needs and interests. Consequently, children engage in learning quickly, are confident and resilient learners.
- Teaching assistants are well deployed. They model ambitious vocabulary and provide timely and sensitive support for children with SEND. This ensures that all children develop key language and can fully access the early years curriculum.

- The outdoor environment is used very effectively. In one lesson, children dug for three-dimensional shapes in the sand and hunted for two-dimensional shapes in the environment. Children were enthused and excited to tell adults about what they were learning and remembering.
- Staff are well trained. They receive training in safeguarding and designated staff receive paediatric first-aid training. Staff are knowledgeable about procedures to keep children safe from harm.
- Staff draw upon the expertise of external agencies such as educational psychologists, speech and language therapists and physiotherapists to provide timely support for children with SEND. As a result, children with SEND make strong progress.
- Additional funding is used to provide a range of additional support for disadvantaged children and children with SEND. This includes intervention groups to develop children's physical literacy skills and a nurture group to improve children's personal, social and emotional skills. Because of this, children's personal, social and emotional needs are being met well.
- The partnership between staff and parents is highly effective. The use of parent questionnaires and visits to school ensure that children make a smooth transition between home and school. 'Superstar notelets' allow parents to fully contribute to their child's learning and assessment. Parents are positive about their children's experiences of the early years.
- Because of good teaching, children make good progress in the early years. The large majority consistently leave the Reception class having attained a good level of development. They are prepared well for the next stage of their education.



## School details

Unique reference number	112647
Local authority	Derbyshire
Inspection number	10057646

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

Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	213
Appropriate authority	The governing body
Chair	Mrs Anne Winter
Headteacher	Mrs Fay Walton
Telephone number	01663 732354
Website	<a href="http://whaleybridge.derbyshire.sch.uk">whaleybridge.derbyshire.sch.uk</a>
Email address	<a href="mailto:info@whaleybridge.derbyshire.sch.uk">info@whaleybridge.derbyshire.sch.uk</a>
Date of previous inspection	20–21 September 2016

## Information about this school

- New leaders for mathematics and assessment were appointed in September 2018.
- Whaley Bridge is an average-sized primary school.
- The school has a specially resourced provision for 10 pupils with SEND. Pupils' needs include severe learning difficulties, autism spectrum disorder, emotional, social and behavioural difficulties and significant medical needs.
- The proportion of pupils with SEND is significantly higher than the national average.
- The proportion of disadvantaged pupils is below the national average.
- The proportions of pupils from ethnic minority backgrounds and of pupils who speak English as an additional language are below those seen nationally.

## Information about this inspection

- Inspectors observed learning in all classes, including the specially resourced provision. Six observations were carried out jointly with the headteacher. Inspectors listened to pupils read in Years 1, 2, 4 and 6. Inspectors met with groups of pupils to talk about their learning and experiences in school. Inspectors scrutinised pupils' work with the leaders for English and mathematics. Inspectors observed pupils' behaviour at playtimes and lunchtimes and observed two assemblies.
- Inspectors held meetings with the headteacher, deputy headteacher, special educational needs coordinator, leader of the early years, middle leaders and members of the governing body. The lead inspector also held a telephone conversation with a representative from the local authority.
- A wide range of documents was scrutinised, including that relating to safeguarding, behaviour, pupils' performance, attendance, and records of the school's monitoring and evaluation of the quality of education. Inspectors also examined the school's plans for improvement, plans for the use of, and impact of additional funding, minutes from governing body meetings and information available on the school's website.
- Inspectors spoke with parents informally at the start of each day. There were also 53 responses to Parent View (Ofsted's online questionnaire). Inspectors took account of 36 responses to the pupil survey and 12 responses to staff survey.

## Inspection team

Steve Varnam, lead inspector

Her Majesty's Inspector

Liz Moore

Ofsted Inspector

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