

Inspection of Whaley Bridge Primary School

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

Inspection dates: 12 and 13 July 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Leaders' ambition for there to be 'a time for every child to shine' is evident in the day-to-day running of the school. Staff care about pupils and want them to do well and to be able to 'shine' every day.

Pupils get on well. They recognise that everyone is unique. They are considerate of each other. As one pupil said: 'Everyone is really welcoming and caring.' Pupils understand what constitutes bullying. They know how to deal with it should it happen to them or someone else.

Whaley Bridge pupils learn the right way to behave. As one pupil told an inspector: 'If you do something wrong, you get a lesson on how to get it right.' Pupils earn team points and additional playtime, and gain recognition in celebration assemblies for behaving well. This motivates them.

The school council completes varied and valued work. Their 'Jubilee Picnic' was well organised and successful. The 'Whaley's Got Talent' show was memorable and attracted the support of some very well-known celebrities. Pupils are proud to be 'safeguarding sheriffs'. They work with leaders to help pupils to feel safer at school.

What does the school do well and what does it need to do better?

Leaders have recently introduced a new programme for teaching phonics. It is working well. Staff draw on their training to deliver the programme consistently. Pupils learn sounds in a logical order. They regularly revisit what they have learned before. The books that pupils read are closely matched to the sounds that they know. Pupils quickly become fluent readers. Over time, they develop a love of reading. As one pupil said: 'Reading takes me out of this world and inserts me in another.' Pupils read often, both at school and at home. The reading curriculum ensures that pupils experience a wide range of texts and genres during their time at the school.

Much of the school's curriculum is new. Leaders have designed it specifically for the pupils of the school. It makes clear what pupils are expected to learn at each stage of their education. On the whole, it is well planned and sequenced. However, in a small number of subjects, it does not describe what pupils need to know and remember precisely enough. This means that leaders and teachers cannot systematically check on how well pupils are learning the curriculum. Additionally, in a small number of cases, leaders are finding areas where curriculum content is not taught in the best order. They are in the process of addressing these instances.

Children get off to a good start in the early years. The early years curriculum is meticulously planned. Across each of the areas of learning, it builds systematically on what children know and can do. The early years environment supports children's learning. It helps them to develop independence. Children are enthusiastic. They

enjoy talking about what they have learned. They were eager to tell inspectors about the butterflies, tadpoles and stick insects that they have watched grow and change.

Pupils describe their school as welcoming and inclusive. They know it is important to treat everyone with respect. As one pupil said: 'We are taught to treat everyone as we would like to be treated.' They understand how the school's 'zones of regulation' help them to manage their feelings and emotions. Pupils are prepared well for life in modern Britain.

The provision for pupils with special educational needs and/or disabilities (SEND) is a strength of the school. Leaders and staff share the same high ambition for these pupils. Those who attend the enhanced resource provision are well catered for. They are successfully integrated into the life of the school. The needs of pupils with SEND are fully evaluated and understood. Staff ensure that they get the help they need. As a result, these pupils do well.

Senior leaders have worked hard to bring about many significant improvements in a relatively short, and challenging, period of time. They are highly ambitious for the pupils of the school. They have ensured that providing 'a time for every pupil to shine' is a daily reality. They secured consistency in subject leadership and teaching. Teachers value the support that leaders provide. Leaders have designed and implemented a curriculum that provides a good quality of education. They systematically check on all aspects of provision. Leaders keep detailed records about behaviour and attendance. However, they do not routinely evaluate these to identify trends or patterns that might emerge over time.

Governors share leaders' ambition. They know the school well and provide an effective level of challenge and support.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that safeguarding pupils is the highest priority. Staff are well trained. They know pupils well and are alert to any signs that indicate they might need help or support.

Pupils know how to stay safe online, in the community, by water and from fire. They know that they can tell any trusted adult, or put a message in the worry box, if they have a concern. Pupils value the work of the 'safeguarding sheriffs' and understand how they help to keep everyone safe.

Governors understand their safeguarding responsibilities and carry these out diligently.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, the precise knowledge that pupils need to know and remember is not clearly identified. Teachers cannot systematically check on how well pupils are learning the curriculum. Leaders should continue to refine the curriculum so that the sequence of learning is clear in all subjects and identifies the important knowledge that pupils need to know. They should ensure that teachers check that pupils can recall this and amend the curriculum accordingly if required.
- While leaders keep detailed records of behaviour and attendance, they do not routinely evaluate these to identify trends or patterns that might emerge over time. This means that they may not pick up on issues that require support or challenge. More frequent and incisive analysis of records will help to address potential issues sooner.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	112647
Local authority	Derbyshire
Inspection number	10241079
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	140
Appropriate authority	The governing body
Chair of governing body	Ian Bingle
Headteacher	Seren Hathway
Website	whaleybridge.derbyshire.sch.uk
Date of previous inspection	15 July 2021, under section 8 of the Education Act 2005

Information about this school

- There have been no significant changes since the last inspection.
- The school operates an enhanced SEND resource provision for eight pupils.
- The school uses one, unregistered alternative provider.

Information about this inspection

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

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher, the deputy headteacher, curriculum leaders, the early years leader and the special educational needs coordinator.
- Inspectors carried out deep dives in four subjects: reading, mathematics, geography and science. To do this, they met with curriculum leaders, visited lessons, looked at pupils' work, listened to pupils read and met with teachers and

pupils. Inspectors also looked at curriculum documentation for art, computing, history and music.

- The lead inspector met with three representatives of the governing body. He held a telephone discussion with a representative of the local authority.
- Inspectors took account of the responses to the Ofsted Parent View survey and written comments from parents. Inspectors spoke informally to parents outside the school and took account of a letter from a parent. They considered the responses to Ofsted's staff and pupil surveys. An inspector spoke with representatives of the school council.
- Inspectors met with safeguarding leaders. They reviewed school documents, including those relating to safeguarding, governance, behaviour, exclusions, the use of pupil premium and attendance. They briefly visited the school's performance of 'Whaley's Greatest Showman'.
- The lead inspector held a telephone conversation with the alternative provider used by the school.

Inspection team

Vic Wilkinson, lead inspector

Her Majesty's Inspector

George Huthart

Ofsted Inspector

Matthew Rooney

Ofsted Inspector

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022