

# Friday Bridge Community Primary School

Inspection report

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<b>Unique Reference Number</b>	110633
<b>Local Authority</b>	CAMBRIDGESHIRE
<b>Inspection number</b>	288726
<b>Inspection dates</b>	21–22 March 2007
<b>Reporting inspector</b>	Kathleen Yates

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	106
School	
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr John Reach
<b>Headteacher</b>	Mrs Jayne Williams
<b>Date of previous school inspection</b>	7 October 2002
<b>School address</b>	Maltmas Drove Friday Bridge Wisbech Cambridgeshire PE14 0HW
<b>Telephone number</b>	01945860220
<b>Fax number</b>	01945861164

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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

This is a smaller than average school where most pupils are of White British heritage and have English as their first language. A tenth of pupils are from traveller communities and there are a few from minority ethnic backgrounds. The proportion of pupils entitled to free school meals and of those identified as having learning difficulties is higher than average. Pupils are from a range of home backgrounds in a rural area where there is a high level of disadvantage. A higher proportion of pupils than that found nationally either leave before finishing Year 6 or join after the first admission for Reception children. Attainment on entry to the Reception class is considerably below average. The school was awarded the Basic Skills Primary Quality Mark in 2003 and again in 2006.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school which provides its pupils with a good standard of education and gives good value for money. In most respects, this judgement matches the school's own view of its effectiveness. It is a very happy and friendly school where all staff are committed to making a difference to the lives of all the pupils. It is a shining example of inclusion of all pupils. To this end, excellent links have been established with other organisations to promote the well-being of learners. As a result, pupils enjoy school. Pupils' personal development is good. They grow into confident young people who are making the right choices about living healthy and active lives. The school's extensive links with the local and wider communities prepare pupils well for their next schools and their lives as young adults. The school's strenuous efforts mean attendance is satisfactory.

In the Foundation Stage, achievement is good but the majority of children do not reach the expectations of five-year-olds in mathematical development and communication, language and literacy. The most recent assessment results in Year 2 were lower than the two previous years and were below average. But small numbers of pupils in each year group cause fluctuations in annual test results. Overall standards in Year 6 are broadly average. In 2005, standards reached in English and science were above those expected nationally. For 2006, standards attained were in line with those expected and pupils met their targets. Achievement was good in relation to pupils' starting points and to the learning difficulties faced by many.

Teaching, learning and achievement are good. Curriculum and care, guidance and support given to pupils are good. Induction procedures are excellent so that pupils who arrive in reception classes or higher up the school throughout the year are very well supported. However individual targets are not set regularly so that pupils do not receive sufficient guidance as to their academic development.

Leadership, management and governance are good. Staffing is very stable and much use is made of professional development for all staff and governors to ensure their skills and knowledge are up to date. Subject leaders are not yet playing a sufficiently active role in monitoring and evaluating teaching and learning. Improvement since the last inspection has been good and the school has a good capacity for further improvement.

### What the school should do to improve further

- Ensure all pupils are provided with learning targets which are focused and regularly updated so that they have a clear understanding of how well they are doing and what they need to do to improve.
- Involve subject leaders in more rigorous monitoring and evaluation of their subjects.

## Achievement and standards

### Grade: 2

From their low starting points children in the Foundation Stage achieve well and reach the expected levels in creative and physical development, in knowledge and understanding of the world and in personal social and emotional development by the end of the reception year. Most children do not attain the expected levels in mathematical development and in communication, language and literacy where their skills were lowest on entry. Test results in 2006 in Year 2 were below the national average. This was a small year group with a high number of children

with learning difficulties and some poor attendance. A lower proportion of pupils reached both the expected levels and also the higher levels. Taking into account their many needs, these pupils achieved well.

By Year 6, in 2006, most pupils reached their targets and attained results which are in line with those expected nationally. A third of the pupils in that year had been identified as having learning difficulties. In the current Year 6 class where there is a high proportion of pupils who are learning English as an additional language, others with learning difficulties and some children from travelling communities, standards are lower than those expected nationally. However, pupils are achieving well and are on course to meet their targets.

## **Personal development and well-being**

### **Grade: 2**

Many children arrive in reception classes with poorly developed social skills. They settle quickly in a warm and welcoming environment where they feel safe and are well cared for. Throughout the school pupils enjoy their lessons and are eager to take part. The good behaviour and good achievement reflect the hard work of all staff who motivate pupils well so that they learn to follow rules consistently. Pupils' spiritual, moral, social and cultural awareness is good. The school council takes its duties seriously. The school supports many charities and this helps pupils to understand their social responsibilities. Healthy lifestyles are promoted well and pupils understand the need to take regular exercise to stay fit. They develop a good range of computer skills. The school prepares pupils well for the next stage in their education and for their wider role as young citizens.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Staff know their pupils well and build strong relationships with them so that lessons run smoothly. In the Foundation Stage the care and concern for the personal development of each child build the pupils' confidence and this is the bedrock for the good progress pupils make throughout the school. Teachers use a range of imaginative strategies to stimulate and engage their pupils, so that lessons come alive. Interactive whiteboards are used well in all classes and pupils themselves are becoming more actively involved in their use. In the majority of lessons pupils are engrossed in their work and this is a key reason why behaviour is good. Occasionally teachers are not up dating pupils' learning targets effectively.

In all classes there are children from mixed age groups and the practice of grouping and regrouping ensures that pupils of all abilities are set work that is at the right level. Teaching assistants are valued members of the team; they provide very good support in lessons and also work very effectively with individual pupils and small groups. Pupils enjoy this special attention and look forward to these sessions; most try hard and do their best.

### **Curriculum and other activities**

#### **Grade: 2**

In the Foundation Stage all areas of learning are covered well. Homework diaries are particularly successful in sharing with parents the topics being covered so that they, too, contribute to their children's learning.

Throughout the school the curriculum is carefully planned to motivate pupils. Good links are made across subjects, especially through information communication technology (ICT). As a result, pupils look forward to their lessons and make good progress in a rich and stimulating environment. Initiatives to improve numeracy and literacy skills are helping to raise achievement. Visits to local galleries and museums and visiting specialists inspire children and make learning a delight.

Children enjoy a satisfactory range of activities outside lessons which include embroidery, sport and drama. The good programme of personal, social and health education helps children learn how to stay safe and healthy and to care for others.

## **Care, guidance and support**

### **Grade: 2**

Overall care, guidance and support are good and excellent for pupils' personal development. All health and safety, child protection and vetting procedures are established very well and reviewed regularly. Links with outside agencies to cater for the many needs of the pupils are excellent. The school offers good support and guidance in marking and in feedback in lessons but individual targets are not set frequently enough. As a result pupils are unclear about what they need to do to improve. Class teachers are conscientious in checking on how well individual pupils are doing and hold daytime interviews to share this information with parents; these are well attended and much appreciated by parents. Formal tracking of pupils' progress is in place but subject leaders do not yet intervene sufficiently to ensure that each pupil does their best.

## **Leadership and management**

### **Grade: 2**

The school knows itself well and the headteacher has a clear vision of future educational direction. Relationships are superb and there is a firm commitment to teamwork, to good achievement and to getting things done. Governors hold the school to account well and ensure the budget is administered cautiously. This includes the decision to employ skilled teaching assistants. The school works closely with parents and outside agencies who are rightly very positive about what the school provides. New resources such as interactive whiteboards and teachers' expertise have brought about an improvement in the delivery of the curriculum. All these factors help the pupils to achieve well and to combat the barriers many pupils face. Subject leaders have the expertise, but are not yet in a position to know exactly what is going on in their subject in all classes in order to bring about further improvements.

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## Annex A

## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.



## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

23 March 2007

Dear Pupils

Inspection of Friday Bridge Primary School, Maltmas Drove, Friday Bridge, Wisbech, Cambridgeshire, PE14 0HW

As you know I came to your school recently to carry out an inspection. I really enjoyed my time with you and agree with you that this is a very friendly and happy school. This letter is to thank you for helping me with my work and to let you know what I found out about your school.

This is what I liked about your school.

- All the adults in your school do their very best to make sure you are all looked after well. This includes those of you who only stay for a short while.
- You all get on well together and also do well in your work.
- Teachers work hard to make lessons interesting and teaching assistants are good at helping those of you who sometimes struggle so that you all enjoy your work and behave well.

This is what I have asked the school to do now.

- I have asked your teachers to give you each some targets which will be changed as soon as you have covered them all well enough. In that way you will know exactly how well you are doing and what you need to do next to do even better.
- I have asked the teachers who are in charge of subjects to look more closely at what is happening in these subjects in all classes.

Once again thank you very much for looking after me so well on my visit. I send you my very best wishes for your future at Friday Bridge Primary School.

Mrs Yates

Lead Inspector