

# Wombridge Primary School

## Inspection report

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<b>Unique Reference Number</b>	123404
<b>Local Authority</b>	Telford and Wrekin
<b>Inspection number</b>	292649
<b>Inspection dates</b>	15–16 March 2007
<b>Reporting inspector</b>	Melvyn Hemmings

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	280
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Kevin Evans
<b>Headteacher</b>	Alan Derry
<b>Date of previous school inspection</b>	25 February 2002
<b>School address</b>	Hartshill Oakengates Telford TF2 6AN
<b>Telephone number</b>	01952 388040
<b>Fax number</b>	01952 388049

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

The vast majority of pupils are from White British backgrounds. The proportion of pupils with learning difficulties and disabilities is above average. The school incorporates a learning support provision for pupils from Telford and Wrekin designated with high levels of complex learning needs. Over the last two years, the school has worked closely with the local authority to improve provision.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school which is improving. In recent years, there has been significant underachievement in English, mathematics and science leading to standards that were well below the national average. Over the last two years, the school has worked closely with the local authority to tackle this problem. As a result, though standards remained low, there was a gradual improvement in pupils' progress. Since September 2006, this progress has accelerated and significantly more pupils are now working at the levels expected for their age through the school. Central to this improvement has been the purposeful leadership of the headteacher. A strong team ethos has been forged, with a firm commitment to helping pupils achieve as well as they can. Leadership and management are satisfactory with all staff now being fully aware that they are accountable for how pupils learn and achieve.

The attainment of children on entry is below that expected and low in language and literacy. They make satisfactory progress in the Reception class in most areas of learning and good progress in their personal development within the satisfactory foundation stage. However, when they enter Year 1, most pupils are still working at levels below those expected. Through the rest of the school, pupils make at least satisfactory progress. By the time pupils leave Year 6, although standards are below average in English, mathematics and science, that represents satisfactory progress in relation to their starting points. Standards in writing, however, are a particular weakness.

The care, guidance and support of pupils are satisfactory. A strength of this aspect is the support given to pupils with learning difficulties and disabilities, which enables them to make good progress. The satisfactory curriculum is enriched by a variety of out of school clubs and visits to places of educational interest. There is a rich history of the school effectively developing pupils' creative talents through its strong provision for the performing arts. This is typified by one pupil's comment, 'I just love singing.' However, there are too few opportunities for pupils to practise and refine their skills in information and communication technology (ICT) in subjects across the curriculum.

Teaching and learning are satisfactory, with pupils' positive attitudes to their learning having a beneficial impact on the progress they make. Relationships are good and lead to classrooms being friendly learning environments. Nevertheless, some inconsistencies in the quality of teaching and learning mean that pupils in some classes make better progress than in others. Pupils' personal development and well-being are satisfactory. Through the school, pupils show a good awareness of the need to live a healthy lifestyle, taking advantage of the good opportunities to eat healthily at lunchtime and to join in physical exercise. A significant minority of pupils have behavioural difficulties and act inappropriately at times. This is managed well by staff to minimise disruption to other pupils' learning. The school has taken effective steps to make improvements since the last inspection, particularly in the last two years. The school's recent track record shows it has good capacity to make any necessary improvements.

### What the school should do to improve further

- Raise standards and achievement, especially in writing, by ensuring consistency of teaching and learning through the school.
- Provide more opportunities for pupils to use information and communication technology (ICT) to support their learning in subjects across the curriculum.

## **Achievement and standards**

### **Grade: 3**

Though standards are below average by the time pupils leave Year 6, achievement is now satisfactory. In the Reception class, children make satisfactory progress and the emphasis placed on promoting children's social skills enables them to make good progress in their personal development. Recent changes to curriculum planning mean that in Years 1 to 6 there is now greater focus on developing pupils' basic skills in English, mathematics and science. This is beginning to pay dividends. For example, since September 2006, nearly a third more pupils in Year 2 are working at the expected level in writing. Though improvement is not as dramatic in other areas, it is evident that progress year on year is accelerating and pupils are on track to meet their challenging targets. The school's tracking and monitoring data are secure on that and a trawl of books by inspectors showed convincingly that current standards show a significant improvement. Progress in ICT, however, is hindered by pupils having insufficient opportunity to practise and develop their skills in all subjects across the curriculum.

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

### **Grade: 3**

Children in the Reception class settle in quickly, showing enjoyment and confidence in school life. Pupils throughout the school say they enjoy their lessons and the extra-curricular activities. This is reflected in the improved rate of attendance that now matches the national average. Pupils' spiritual, moral, social and cultural development is satisfactory. Most pupils have a sound understanding of right and wrong, though some with behavioural problems are unable to control their emotions at times. Pupils are keen to take on roles of responsibility, such as being a member of the school council. They show they know how to stay safe, such as by moving responsibly in and around school. As one pupil typically said, 'We feel safe in school and know we can get help from an adult if we need to.' Pupils contribute positively to the community, such as by fund-raising for local charities. Pupils' preparation for future life is satisfactory and improving because they are now gaining the essential basic skills in English and mathematics more quickly, although weaknesses still remain in aspects of writing.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teachers, teaching assistants and the learning mentor work well together as a team to support all pupils. This is particularly the case for pupils with learning difficulties and disabilities so they can join in all activities. Teachers have sound subject knowledge and so can explain and demonstrate new ideas and techniques clearly and accurately. Pupils are encouraged to evaluate for themselves how well they are doing and to suggest how they might improve their work. This was evident in a mathematics lesson for pupils in Year 6 in which they were exploring the properties of 2-D and 3-D shapes. The quality of lesson planning and the expectation of teachers are, however, inconsistent between classes. As a result, activities in some lessons do not provide enough challenge, especially for more able pupils. There is insufficient emphasis placed on pupils using ICT to support their learning in subjects across the curriculum. Relationships are good and classrooms are happy and friendly places in which to learn.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is enriched by the many opportunities provided for pupils to develop their creative talents. The school has a strong musical tradition with many pupils involved in a wide variety of productions in school and within the local community. The provision for creative arts is strengthened by the close links with a local arts college. Curriculum planning for English has been improved with a whole-school approach to the teaching of phonics now established. This is beginning to have a positive impact on pupils' skills in writing. Although there are examples of good use of ICT across subjects, as seen in the work of pupils who have used it as a research tool in a history and geography project, this is not replicated enough across all subjects. Provision for pupils with learning difficulties and disabilities is good, especially in the Learning Support Provision which caters effectively for pupils with complex learning needs.

## **Care, guidance and support**

### **Grade: 3**

Overall the care guidance and support for pupils is satisfactory with pastoral care and support being good. It is effective in ensuring a calm learning environment in which all pupils feel settled and ready to contribute. Individual strategies effectively help pupils with behavioural difficulties to cope with school life. Child protection procedures and risk assessments are thorough and ensure the health and safety of pupils. Pupils are well supervised when enjoying playtimes and they know help is available if they need it. Parents are pleased with the way their children are looked after while in school. As one typically said, 'We know our children are safe and secure in school.' The academic guidance offered to pupils has been improved recently and is now satisfactory. Thorough procedures are now in place to check the progress of individual pupils. However, the information gathered is not always used effectively by teachers to show pupils how they might improve their performance. There are good links with outside agencies to provide extra support for pupils when needed.

## **Leadership and management**

### **Grade: 3**

The recently restructured senior management team has a clear view of the schools' strengths and weaknesses and how to seek improvement. The school's self-evaluation is accurate and has correctly identified and prioritised areas for development. Performance management has been improved and there are now effective links between staff professional development and whole-school priorities. Monitoring of teaching and learning has identified inconsistencies between classes in the rate of pupils' progress. Action has been taken and some improvement noted but inconsistencies still remain. A number of parents expressed their concern about their children being taught by different supply teachers during their teacher's absence. The school is also concerned and is actively exploring ways of managing this situation more effectively. Governance has been improved and is satisfactory. Governors are very supportive of the school and now willing to ask questions about the proposals of senior management. The remodelling of the school administrative team to include a business manager has strengthened the school's ability to ensure that the principles of best value underpin decisions made by the senior management team. Recent improvements allied to the growing impact of the restructured senior management team show that the school has a good capacity to improve.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<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>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
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>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
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>	3
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	3
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	3
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	3

<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>	3
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	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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**

Thank you for your very friendly welcome during our recent visit to your school. We enjoyed talking to you and listening to your views. We think yours is a satisfactory school that is improving every day.

Your school is a friendly one and you told us you enjoy your lessons and out of school clubs. You especially like the musical activities that the school provides. The way your school has improved recently means that you make satisfactory progress, though the standards you achieve at the end of Year 6 are below those expected for your age. Most of you are well behaved and show kindness and consideration to others. Some pupils do not always behave as well as they should. A few of you who have difficulties in your learning are helped well by the adults in the school. It is good that you know how to keep healthy and safe and enjoy helping others, for example, through the school council. Your parents are pleased about the way the school looks after you all.

What we have asked your school to do now

- Help you reach higher standards by making sure that teaching always helps you to make good progress, especially in your writing.
- Give you more opportunities to use ICT to support your learning in all subjects.

All my best wishes for the future.