

Waddington and West Bradford Church of England Voluntary Aided Primary School

Inspection report

Unique Reference Number	119687
Local Authority	Lancashire
Inspection number	313392
Inspection dates	29–30 November 2007
Reporting inspector	Lynne Read

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	151
Appropriate authority	The governing body
Chair	Mr Simon Clarke
Headteacher	Mrs Sarah Tuley
Date of previous school inspection	1 February 2004
School address	West Bradford Road Waddington Clitheroe Lancashire BB7 3JE
Telephone number	01200 422915
Fax number	01200 423121

Age group	4-11
Inspection dates	29–30 November 2007
Inspection number	313392

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This smaller than average school has pupils from two local villages, the surrounding rural area and the nearby town of Clitheroe. Fewer than average pupils take free school meals and a below average proportion has learning difficulties and/or disabilities. The vast majority of pupils come from White British backgrounds. Extended care, before and after school, is offered by an independent provider. The school has recently experienced an unsettled period with many changes to teaching personnel and management.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Waddington and West Bradford Primary is a satisfactory school with some good features. It provides satisfactory value for money. Parents have very positive views of the school. One wrote, 'It is lively, happy, creative and fun' whilst others praised the 'warm and caring atmosphere' and the 'direction in which the school is now moving'.

The new headteacher provides strong leadership and generates good team work among staff. She has created a refreshed and energised feel to the school and made many important changes to teaching and management. In the short time since her appointment, these initiatives have not fully embedded and have therefore not made a full impact on achievement. Nevertheless, there are some improvements in writing at Key Stage 2, and mathematics and reading at Key Stage 1. In the light of this good record and a strong commitment to improving achievement, the school has good capacity to improve further.

When pupils enter Year 1, their development is more advanced than usual for the age group. Their achievement is satisfactory throughout the school. Standards at Year 6 are above average, although there is potential for them to be higher. Teachers' assessments at the end of Year 2 in 2007 were average but lower than usual. These pupils had had some disruptions in their learning, caused by a high turnover of staff. Detailed records of the present Year 2 pupils show they are doing better with a good percentage of them working at the higher level in reading and mathematics but less so in writing. Achievement through Key Stage 2 is stronger in English and science than in mathematics. Some improvements have been made to improve the pace of learning in mathematics but the more able pupils are not always sufficiently challenged in lessons.

Pupils' personal development is good and they behave well. Staff provide a good caring ethos which ensures that pupils feel secure. As a result, there is a purposeful and productive atmosphere, and pupils enjoy coming to school. Teaching is satisfactory overall and some is good. Teachers now have higher expectations of what pupils can achieve but too often the more able have to complete the same work as the average attaining pupils before moving on to the more challenging extension activities. This reduces the potential for learning.

The curriculum is satisfactory. Teachers are developing links between subjects in order to provide more opportunities for writing and the use of computers. A strong emphasis on personal education ensures that pupils have a secure understanding of the principles of healthy living. There are varied opportunities for pupils to experience responsibility and share in decision-making. This prepares them well for their future lives, whilst also contributing to the strong sense of community in school. Links with other schools, agencies and the community are effective and provide sound benefits for the pupils' learning. Management is satisfactory. Newly introduced systems for checking on provision and performance are effective. The information gathered has been used intelligently by managers to develop well informed plans for action. The current focus is on ensuring that these are implemented consistently across all classes. Health and safety measures have a high priority in school and all staff are suitably checked.

Effectiveness of the Foundation Stage

Grade: 2

Children join the school with a very broad range of skills. Overall, their development is just above that typical for the age group, especially in reading and numbers. Good induction arrangements ensure that children settle quickly. Teaching is good in the Reception class so children make good progress, especially in personal and social development, and in writing, early mathematics and creative skills. Behaviour is good and children are well versed in class routines. They thoroughly enjoy their work and learn to co-operate with others. Children enjoy a wide range of teacher-led tasks, including physical challenges. Independent learning is supported well through an interesting selection of 'free choice' activities. Some learning takes place in the outdoor area but space is very limited here and this restricts some activities, for example the use of wheeled toys.

What the school should do to improve further

- Improve achievement by the more able pupils, especially in mathematics at Key Stage 2 and in writing at Key Stage 1.
- Improve the consistency of teaching and learning.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of under-performance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Achievement is satisfactory and standards are above average by Year 6. Pupils' attainment is above what is typical when they enter Year 1. Teachers' assessments at the end of Year 2 in 2007 were average but lower than the previous year. This year group had experienced a lack of continuity in teaching due to many staff changes. These pupils now have challenging targets to help them catch up. Detailed records and completed work of the present Year 2 pupils show standards are higher. A good percentage of these pupils are working at the higher level in reading and mathematics but less so in writing.

The results of national tests at the end of Key Stage 2 are above average but better in English and science. In mathematics, the school did not meet its targets because fewer than expected pupils attained the higher level. Improved tracking of progress and higher teacher expectations are now in place and some pockets of good achievement are emerging. However, progress varies between classes and in some instances, the more able pupils are not achieving as well as they could. Boys and girls progress at an equal rate across subjects and year groups, and pupils with learning difficulties are helped to access lessons and learn as well as their peers.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Pupils clearly enjoy their lessons and have good attitudes to their work. This is evident, for instance, in the popularity of extra-curricular activities and the above average levels of attendance. Pupils have a keen awareness of personal safety and how to lead a healthy and fit lifestyle. This is because of the determined work of the school in achieving the National Healthy

Schools Award and also in raising the awareness of pupils to environmental issues, both in school and beyond. Pupils contribute well to the school community and the locality. There are many opportunities for them to give their opinions and to support new initiatives in school. The school council, eco-team and gardening club members are particularly active in making the school a learning environment of good quality. Pupils are well prepared for the next stage of their education, having achieved good skills in basic subjects and qualities of leadership, independence and teamwork.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory with some examples of good teaching. Across all age groups, relationships in lessons are good and pupils are willing to persevere with tasks. Many worthwhile improvements have been made in teaching but not all are embedded as yet. Teachers assess progress regularly. In most lessons, this information is used to set tasks at different levels of difficulty but in some, the more able pupils are not challenged fully. Introductions to some lessons have a fast pace and include a good amount of interaction so they enthuse and motivate pupils. On occasions, however, pupils listen passively for too long and concentration begins to drift.

Teaching assistants support pupils well but on a few occasions, they are engaged in routine tasks and not deployed to best advantage. Presentation is good for many pupils but teachers sometimes accept poor handwriting or work that is untidy. In some lessons, especially English, good marking and the use of success checklists are helping pupils to evaluate their own work. However, this practice is not as well developed in mathematics.

Curriculum and other activities

Grade: 3

The curriculum enables pupils to develop personal and social skills well and their academic skills satisfactorily. The school recognises there is a need to further develop pupils' literacy, numeracy and computer skills across the curriculum. Pupils who have learning difficulties are able to access all activities provided because of the support they receive. The building is bright and spacious, providing a stimulating environment, both inside and outside. Pupils find learning is fun because many practical, hands-on activities not only engage them well, but also help them to become independent in their learning.

Pupils' personal and social development is supported well as they are encouraged to make choices and work together. Visits, for example to the zoo and an outdoor centre, together with visitors and special events, add richness to the curriculum and broaden pupils' horizons. Good links with external agencies, such as speech and language services, also enhance children's learning. The curriculum includes plenty of opportunities for pupils to learn about how to keep safe and healthy, such as the safe handling of foods and tools.

Care, guidance and support

Grade: 2

This aspect is good. The school takes very good care of its pupils and their welfare is at the heart of its work. Child protection procedures are well established. A good range of rewards

are highly valued by pupils and motivate them very effectively. Pupils say they feel very safe and secure in school, and know there is always an adult to turn to with any worries.

The quality of advice provided by teachers in the form of 'learning goals' or 'target sheets' is good in showing pupils what they need to do to improve. In many lessons, pupils are reminded about their targets and encouraged to evaluate their own progress, but the practice varies between classes. The older pupils make a happy transition to secondary schools because of good liaison and strong links with parents.

Leadership and management

Grade: 3

Leadership and management are satisfactory and have improved well recently. The new headteacher provides strong leadership and is at the forefront of the drive for improvement. Ably assisted by the new assistant headteacher, she has made valuable improvements to management and teaching, and has the confidence of parents and governors.

New systems to assess and track pupils' progress provide a thorough and constant view of the performance of individuals and each class. They enable managers to check that pupils are achieving what is expected and to intervene where targets are not being met. As a result, progress is beginning to improve, for example in writing at Key Stage 2. Good developments in subject management ensure that provision and progress in English and mathematics are monitored closely. Subject leaders complete an annual audit and draw up detailed action plans showing a good understanding of what needs attention. However, the systems are not fully embedded as yet and managers recognise that some inconsistencies in practice need to be addressed. For this reason, together with a short time span, the work has not yet made an impact on test results.

The governors are a supportive group and have a wide range of expertise between them. They have taken good advantage of the local authority's support and are embarking on a thorough review of the school's policies in order to bring practice up to date. Governors are aware that they now need to take a more active role in monitoring standards and achievement more closely.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
--	-----------------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	3
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	2
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	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	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

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	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

Annex B

Text from letter to pupils explaining the findings of the inspection

3 December 2007

Dear Pupils

Inspection of Waddington and West Bradford Church of England Voluntary Aided Primary School, Lancashire, BB7 3JE

Thank you very much for your warm welcome and for helping my colleague and me when we came to visit your school. I would like to tell you what we found out.

Waddington and West Bradford provides you with a satisfactory education and has some good features. Your behaviour is good and you take good care of each other. You enjoy your learning and try hard. We enjoyed chatting with some of you and learning about the exciting things you do. It is good to know that you think 'lessons are interesting and you learn lots' and that you think 'the teachers are very nice and help you when you are stuck'.

Please thank your parents for sending me lots of replies to the questionnaire. They are happy with the school and especially pleased with the teaching, and the care that your headteacher and staff take in ensuring you are happy and safe. They know that you like the new learning groups for mathematics and feel that some good changes have been introduced recently. I would like the school, though, to make sure that your lessons always have a good level of challenge.

You are making satisfactory progress and enjoying your learning. I know that, in the juniors, you are working hard to improve your mental arithmetic and it's good to know that your parents are helping at home too. I have asked the school to help as well by giving you more work on problem solving. I know that you like new challenges, so you should find this interesting. Those of you in the infants will have extra support with your writing. Many of you throughout the school do not take enough care with your presentation and your handwriting. Perhaps when you are checking the quality of your work at the end of lessons, you might spare a minute to consider whether the presentation is the best you can do.

Thank you once again for the interesting conversations I had throughout the day and for letting me know your views so clearly. Please accept my best wishes for the future.

Yours sincerely

Mrs Lynne Read

Lead inspector