

# 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>	337534
<b>Inspection dates</b>	18–19 November 2009
<b>Reporting inspector</b>	Keith Sadler

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 of pupils on the school roll</b>	101
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Reach
<b>Headteacher</b>	Jayne Williams
<b>Date of previous school inspection</b>	1 March 2007
<b>School address</b>	Maltmas Drove Friday Bridge Wisbech
<b>Telephone number</b>	01945 860220
<b>Fax number</b>	01945 861164
<b>Email address</b>	office@fridaybridge.cambs.sch.uk

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Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 10 lessons and held meetings with governors, staff, and groups of pupils. Inspectors observed the school's work, and looked at a wide range of documentation which included the school's analysis of pupils' progress, teachers' lesson plans, the school's improvement plan and also pupils' work. In addition, the responses of 27 parents' questionnaires were analysed and their comments taken into account.

The inspectors reviewed many aspects of the school's work. They looked in detail at the following:

- the progress of pupils in Years 3 to 6 and whether Year 6 pupils are on course to meet their targets
- the quality and use of assessment to support learning
- how well teachers with responsibilities contribute to the school's monitoring and evaluation processes
- the quality of governance.

## Information about the school

The school is much smaller than most primary schools. It mainly serves the village of Friday Bridge though an increasing number of pupils attend from the surrounding area. A large majority of pupils are White British and almost all of the others are Gypsy/Roma. The proportion of pupils who have special educational needs and/or disabilities is much higher than average and the number with statements of special educational needs is exceptionally high. The pupils are taught in four mixed-age classes. Currently the Early Years Foundation Stage consists of 16 children who share a class with the Year 1 pupils. There is privately run pre-school within the school's accommodation which was inspected separately. The school has gained Healthy Schools status and the Basic Skills Quality Mark.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Friday Bridge is a good school in which pupils enjoy learning. Pupils make good progress in both their academic and personal development. Consistently good teaching and an interesting curriculum ensure that the quality of learning is good. Even though almost all lessons are of good quality, there is a weakness. Teachers do not always make it clear to pupils what they are expected to learn in each lesson. This extends to teachers' marking of work. Even though marking is consistently thorough and supportive, the teachers' comments do not relate to the success criteria for lessons. Pupils are prepared well for their move to secondary school. Both pupils and parents say that they are keen to come to school and that the school helps them well to understand the importance of a healthy lifestyle. One pupil summarised the views of many when stating, 'Ours is a great school and I think that the school is doing very well.'

Children enter Reception with skills and abilities that are below those typically found particularly in their communication, language and literacy and emotional skills. Children make good all round progress and excellent progress in their emotional development. This good progress is maintained throughout the school and ensures that by the end of Year 6 pupils' attainment in English, mathematics and science is at least average. Such standards, from below average starting points, marks good achievement and progress. However, the school is keenly aware that there is a need to increase the proportion of pupils gaining the higher National Curriculum levels at the end of Year 2 and Year 6, particularly in writing, which is weaker than reading. In addition, there is some underachievement amongst the higher ability pupils, because the work they are set is not always sufficiently challenging. Inspectors' observations and the work of the current Year 6 show that many of these pupils are already attaining standards that are expected at the end of Year 6, and they are on course to achieve their targets.

Pupils are cared for exceptionally well. There is a strong positive atmosphere in the school and all adults know the pupils well. Parents who completed the questionnaires are quite rightly unanimous in saying that the school keeps their children safe. The arrangements for protecting and safeguarding pupils are outstanding. They meet all current regulatory requirements, are regularly reviewed and staff are constantly and keenly aware of safeguarding issues as part of their daily work. Vulnerable pupils and those with special educational needs and/or disabilities are well provided for. Great care is taken to ensure that these pupils, and their families, are supported and included in all that the school has to offer.

The headteacher provides good leadership and management. The teaching and support staff have been together for many years without any changes in personnel. They work closely together and teamwork is strong and morale high. Staff are far from complacent

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and, with good support from the local authority, they have steered many changes in provision since the previous inspection. They share the headteacher's commitment to further improve the school. Improved rigour of monitoring and evaluation processes and the tightening of target setting procedures have had a positive impact and have been key to bringing about improvements in pupils' achievement. Governance is only satisfactory because although governors support the school well, they are over-reliant on the headteacher and staff for information and they do not find out about the effectiveness of the school's provision sufficiently well for themselves. Nonetheless, strengths in the leadership and management demonstrably outweigh weaknesses and the overall quality of leadership and management is good. The school's track record of improvement is a clear indicator of its good capacity to sustain further improvement.

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

- Raise standards in writing to match those in reading by:
  - ensuring that teachers' marking focuses on the success criteria for lessons
  - sharing with pupils what they are expected to learn
  - ensuring that activities set for the more able pupils provide high enough challenge
- Strengthen the role of governors by ensuring that they systematically visit the school to ensure they are well informed about its work and performance.

**Outcomes for individuals and groups of pupils****2**

Pupils' attainment has varied from year-to-year and is heavily influenced by the number of pupils with special educational needs in small year groups. Attainment has steadily improved each year at the end of Year 2 to the current average levels, although performance in writing is not as strong as in reading or mathematics. At the end of Year 6, there has been a similar year-on-year improvement to current average levels. Improvements in the teaching of reading and mathematics are having a positive effect. Work seen during the inspection shows that attainment is rising further with current pupils in Years 3-6 achieving well in most areas. Pupils enjoy learning and they respond well to the consistent praise given to them by teachers. The pupils who have special educational needs are catered for well and, as a result, make good progress towards their targets. The pupils who are from Traveller backgrounds also make good progress. The much improved use of assessments and the setting of pupils' targets are having positive effects on learning.

The school is very successful in supporting pupils' personal development and by the time that they reach Year 6, pupils develop a keen sense of right and wrong, and present as sensible, considerate young people who are ready to take on responsibility. This they do with aplomb. Older pupils enjoy taking care of younger ones and they are proud of the role they play in the influential school council.

Pupils' attendance is average, despite very robust and strong procedures to promote

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good attendance being in place.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Good teaching is evident in all classes. All the classrooms have a calm and purposeful atmosphere in which pupils enjoy working. This is because staff enjoy excellent relationships with pupils, manage them well and listen carefully to what they have to say. Lessons have clear objectives and teachers generally ensure that the work is pitched at the right level for the different year groups present in each class. However, work is not sufficiently challenging for the more able, particularly in writing. Teachers question pupils well and this underpins good progress because teachers develop a good understanding of what the pupils have learned. This information is then frequently used well to plan future work. The increased focus to ensure that learning targets are clear is paying dividends and helps pupils to keep track of their own progress. However, this is hampered by teachers not making lesson success criteria clear for pupils.

Vulnerable pupils and those who find learning hard are included well in all activities. Pupils from the large Traveller community present in the school are supported

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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exceptionally. They receive good support from school staff and they also benefit from specialist learning support from a visiting member of staff who is a Traveller herself. These pupils say that they relish and enjoy their education.

There have been improvements to the curriculum since the previous inspection. In Years 1 and 2, following review, the curriculum has been developed well to meet the pupils' needs. Subjects in these year groups are effectively linked together to make learning meaningful and personal to Friday Bridge pupils. In Years 3-6, the curriculum is broad and all subjects are given due prominence. Although literacy work is integrated well into topic themes, subjects are not as well linked in Years 3-6 as they are in Years 1 and 2. The curriculum is enriched well by a wide range of visitors and involvement in projects. For example, pupils enjoyed the Ely Cathedral link in which a singing teacher visited regularly as well as choristers from the cathedral choir and an opera singer. This culminated with an afternoon of singing at the cathedral.

The school's exemplary child protection arrangements are a demonstration of the care and consideration given to ensuring pupils' well being.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

Inspection findings confirm the almost unanimous views of the parents who completed the questionnaire that the school is led and managed effectively. One parent, typifying the views expressed commented, 'I am proud to say that my children go to this wonderful caring school. We are very impressed with the school and staff, particularly the headteacher.' The headteacher is pivotal to the school's improvements and she is supported well by all the staff. There is a determined, shared ambition to make improvement. Monitoring, which had weaknesses at the previous inspection because of the lack of involvement of subject coordinators, has been refined. Teachers with responsibilities are now fully involved and there are good quality, individual subject plans in place to raise achievement. These complement the good quality school improvement plan which has established the right priorities to bring about improvement. The outstanding safeguarding arrangements are rigorous and effective.

The management and use of data are much improved since the last inspection and has led to attainment rising in mathematics and English. These data are used well to enable parents to have a clear view of their children's progress. This is achieved by a good partnership with parents, which includes each parent having dedicated time with the

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class teacher during the school day. The school's evident commitment to equal opportunities pervades the school with all groups of pupils saying that they feel included. The strong sense of community cohesion within the school is enhanced by the excellent and beneficial links that the school enjoys with the local educational community of Wisbech. The school have been working together to promote community cohesion and this is having a beneficial effect. There has been a particular thrust towards establishing links with different religious communities such as Muslim and Hindu visitors. The school has good links with the local community, including the Parish Council. There are clear plans in place to develop international links and though the school rightly recognises that these are at an early stage of development.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children settle quickly and confidently into school. This is aided by the strong and close links enjoyed with the pre-school which is based in a classroom opposite the Early Years Foundation Stage class. In addition, the leader of the pre-school supports Reception aged children in the afternoon. Induction processes are excellent and these commence with staff making home visits. The day starts exceptionally well because most parents join their children in enjoying a wide range of activities. There are high levels of care, excellent relationships and close partnerships between the staff. Good provision helps children to achieve well. Even though many children enter school with language and literacy skills that are below expected levels for their age, these skills are developed well because many good opportunities are provided for the children to speak and listen. In addition, daily letters and sounds sessions boost children's reading and writing skills.



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Even so, on entering Year 1, fewer children gain the expected goals in communication, language and literacy than is found nationally. However, children make rapid progress in their social and emotional development due to the excellent ethos that fosters security and independence very well. Learning through play is managed well and there is a good balance of activities that children choose for themselves and those that are directed by the staff. In addition, staff plan well for indoor and outdoor learning. The outdoor learning space is generally resourced well, though there are too few wheeled toys and space is limited. Staff keep good records of children's involvement and progress and use these to ensure that individuals have an appropriate range of different activities. Good leadership and management ensure that provision is checked effectively and that high quality teamwork is maintained.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

The small minority of parents who responded to the questionnaire have very positive views with almost all saying that they are happy with their children's experiences at school.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Friday Bridge Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 27 completed questionnaires by the end of the on-site inspection. In total, there are 101 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	21	78	5	19	0	0	0	0
The school keeps my child safe	21	78	6	22	0	0	0	0
The school informs me about my child's progress	14	52	11	41	2	7	0	0
My child is making enough progress at this school	13	48	13	48	0	0	0	0
The teaching is good at this school	14	52	12	44	1	4	0	0
The school helps me to support my child's learning	13	48	13	48	1	4	0	0
The school helps my child to have a healthy lifestyle	14	52	13	48	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	12	44	13	48	1	4	1	4
The school meets my child's particular needs	13	48	13	48	1	4	0	0
The school deals effectively with unacceptable behaviour	14	52	8	30	2	7	2	7
The school takes account of my suggestions and concerns	14	52	7	26	3	11	2	7
The school is led and managed effectively	15	56	11	41	0	0	0	0
Overall, I am happy with my child's experience at this school	14	52	10	37	1	4	2	7

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



22 November 2009

Dear Pupils

Inspection of Friday Bridge Primary School, Wisbech, PE14 0HW

We really enjoyed meeting you and finding out about your school. We agree with you that yours is a good school which means that it not only helps you to do your best, but all the adults make sure you grow up as caring, sensible young people. I really enjoyed hearing about all the good things that your school councillors told me about your school. I was particularly impressed with the way that the parents joined in with the youngest children at the start of the school day. This letter is to tell you what we found when we visited.

- we can understand why both you and your parents told us that you enjoy school because all the adults look after you well and make sure that you are happy and safe and that you enjoy your time at school.
- your headteacher is doing a good job and together with the staff she makes sure that your school runs smoothly and well.
- you work hard and behave well and your teachers help you make good progress by making lessons interesting. Teachers provide a good range of things for you to do both in lessons and in the many clubs that you enjoy.
- you have a good understanding of how to keep healthy. You told me about what you like to eat and the sports you like to play.

Even in such a good school like yours, there are things which could be improved. I have asked your teachers to help you all make better progress in writing, so that your writing standards are as good as your reading standards. I have asked the teachers to explain more clearly what you are expected to do each lesson and to include comments about your targets in their marking. I have also asked them to make sure that those of you who find learning easy are given some harder work to do. Finally, I have asked your governors visit the school more often so that they can see how well you are doing for themselves instead of relying on your headteacher and teachers to tell them.

I hope that you will all keep on working hard and enjoy your time at school.

Yours sincerely

Keith Sadler

Lead inspector

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