

# Whaley Bridge Primary School

## Inspection report

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<b>Unique Reference Number</b>	112647
<b>Local Authority</b>	Derbyshire
<b>Inspection number</b>	337981
<b>Inspection dates</b>	9–10 March 2010
<b>Reporting inspector</b>	David Edwards

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>	240
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Anne Winter
<b>Headteacher</b>	Mr Richard Heys/Mrs Fay Walton
<b>Date of previous school inspection</b>	28 September 2006
<b>School address</b>	Buxton Road Whaley Bridge High Peak
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## Introduction

This inspection was carried out by three additional inspectors. The majority of time was spent looking at learning. Twelve lessons and 12 teachers were observed. Time was spent scrutinising school policies, analysing pupils' work, checking information on their current progress and talking to them about it. The team also analysed the school improvement plan, governors' minutes and met parents and carers, staff and governors. 69 parents' questionnaire returns were considered. Staff and pupil questionnaire returns were also taken into consideration.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how effectively the curriculum meets the needs of pupils with learning difficulties and/or disabilities, and of all boys
- the effectiveness of the school's efforts to improve writing standards in all year groups so that pupils have opportunities to use their written skills across the curriculum
- pupils' understanding of cultures other than their own
- the effectiveness of the governing body in formally monitoring the activities of the school

## Information about the school

Whaley Bridge is a slightly larger than average primary school. The vast majority of pupils are from a White British background. Few have minority ethnic backgrounds, and very few speak English as an additional language. A well-above average proportion of pupils is identified with special educational needs and/or disabilities or has a statement of need. The school has an enhanced resource base for many pupils exhibiting complex learning difficulties and/or disabilities. These include moderate and severe learning difficulties, autism and emotional, social and behavioural difficulties. Pupils with learning difficulties and/or disabilities join the school at different times during the school year. Fewer pupils receive free school meals than nationally. The Early Years Foundation Stage is provided in two Reception classes. The long-standing headteacher now works part-time for three days each week. The deputy headteacher is acting headteacher on the other days. There is a before- and after-school club on site. A committee of parents and carers manages this; it is not a responsibility of the governors. Pupils from the age of four to 11 years attend the club. It is inspected and reported separately. The school has gained many national awards.

**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

Whaley Bridge is a good and highly inclusive school. The care all pupils receive is outstanding, particularly that of the high proportion of pupils who have the most complex special educational needs and/or disabilities. As one parent said, 'There is a strong family and community feel about the school and it is at the centre of our village community.' Pupils' outcomes are outstanding. They thrive in this rich and stimulating school environment.

Children's attainment by the end of the Early Years Foundation Stage is outstanding. They make impressive progress in Reception from highly effective teaching and learning. Attainment, overall, across the rest of the school is broadly in line with that expected nationally. Higher-attaining pupils do well. In 2009, more pupils reached the higher levels in the end of Year 2 assessments than their counterparts nationally. Considerable numbers of pupils join the school mid-year, including many with complex learning needs. These pupils achieve well and make good progress, as do all other groups in the school, but their attainment is, understandably, below that of others. Good progress is the result of effective teaching and learning across both key stages. Teachers know their pupils well. Lessons are well planned and adapted to meet the needs of all pupils.

Pupils' outstanding behaviour contributes to their good progress, but the inconsistent quality of marking does not inform them sufficiently what they have done well and how they can improve their work. Pupils work well together in lessons and are polite and considerate to their teachers and to each other. Pupils understand their targets but are not being empowered consistently to take control of their own learning, so that they become more independent learners. Their spiritual, moral, social and cultural development is outstanding and they show considerable awareness and understanding of cultures that are different from their own.

All pupils receive outstanding care, guidance and support and have an excellent understanding of how to be safe and healthy. As one parent commented, 'My child is happy, secure and encouraged to reach her potential and to succeed in all curriculum areas.' Assessment and tracking of progress are rigorous and contribute effectively to pupils' achievement. Support to counter any identified underachievement enables all pupils to achieve well. Exemplary partnerships with outside agencies contribute to excellent provision for the most vulnerable pupils and those with complex learning needs. Whilst pupils participate in many activities to engage effectively with their community, they are not yet being allowed to take a major role in directing their own learning.

The school's capacity for sustained improvement is good. The leadership team has been

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effective in improving teaching quality. They have developed a more consistent approach to planning, resulting in a rise in standards of writing. This improvement, alongside the substantial impact of leaders in raising achievement in several areas of pupils' work - such as ensuring that boys achieve in line with girls - demonstrate the school's good capacity for further improvement.

The headteacher and governors have assembled a detailed and realistic development plan, which is based on a very thorough and accurate evaluation of the school's performance and identification of what needs to be done.

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

- Improve the quality of teaching and learning by:
  - ensuring that marking is of high quality across the school to inform pupils how well they are doing and to set out their next steps in learning.
- Empower pupils to become more independent learners by:
  - teaching them how to assess their own work and that of others accurately, so that they can identify what is good about it and how they can improve it.

## Outcomes for individuals and groups of pupils

**1**

Good progress is evident in lessons. Pupils contribute to their good progress by displaying positive attitudes to work. The results of Key Stage 2 tests in 2009 were slightly below average. Several pupils with special educational needs and/or significant disabilities remained at or below Level 1, but made good progress from their starting points. The work seen in lessons and in pupils' books shows that pupils are on track to achieve challenging targets. Those with complex learning needs make good progress because of the school's inclusive practice, and the work planned in small steps to help them grow in confidence and succeed. Pupils from minority ethnic backgrounds and users of English as an additional language make good progress in line with others. Former differences in the attainment of boys and girls have been virtually eradicated. In the school's very safe, 'family' environment, pupils develop their personal and social skills extremely well. Pupils are invariably sensitive and supportive towards each other and are particularly helpful to those with significant disabilities to help them feel fully included in all aspects of school life. Pupils are given many opportunities to exercise responsibility, such as the good work of the school council and of 'playground buddies'. They participate in school activities with great enthusiasm and are making a positive contribution to their local community. However, in terms of their learning, pupils' are not sufficiently empowered to be more independent. The school's Anti-Bullying Award of excellence is well deserved. Pupils have an exemplary understanding of what is meant by eating healthily and they actively participate in physical activities. This has led to the school gaining the Active Mark for physical education and the Healthy Schools Award. Pupils have a thorough grounding in the basic skills of literacy, numeracy and information and communication technology (ICT). Pupils' business enterprise activities

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and their excellent social development, ensure that pupils are well prepared for the next stages of education, and eventually for working life - although the school recognises the need to extend this further.

*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>	2
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>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</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>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

Teachers make lessons interesting and exciting. For example, pupils worked in pairs to discuss features of advertisements in a tennis game and 'volleyed' ideas to each other in quick-fire fashion. Effective questioning challenges pupils' thinking to help them to accelerate learning. Teachers use a variety of ICT to bring learning alive. Skilled and caring teaching assistants make a significant contribution to supporting pupils with special educational needs and/or disabilities to gain confidence and success in their learning. The regular celebration of pupils' efforts and successes helps to ensure they are well motivated and willing to do their best.

Day-to-day assessments of pupils' progress and attainment are accurate. Pupils know their targets and many older ones have a clear view of how to improve their work. Insufficient opportunities are created for pupils to check the quality of their own work

<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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and that of others to help accelerate progress. There are good examples of the way teachers' marking guides pupils' learning, but practice is inconsistent.

The curriculum and very good range of additional activities and after-school clubs make an effective contribution to pupils' learning. The after-school clubs are well attended and these combined with the many visits and visitors enhance learning opportunities for pupils. The school aims to offer a more creative curriculum for pupils to use their skills across different subjects, but this innovation is not fully embedded. Special weeks, such as safety week and arts week and the Muslim year, effectively link subjects across the curriculum. The impact of a writing initiative has led to better attainment in that area, particularly for boys.

Pupils are confident they can turn to an adult for guidance and support. Staff know the children and their needs very well. The potentially vulnerable receive outstanding support.

*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>1</b>

**How effective are leadership and management?**

The leadership team and staff are a cohesive unit who work tirelessly to improve provision and outcomes for pupils. The school and its governors set measured, but challenging attainment targets derived from accurate tracking of pupils' progress. All staff are involved in identifying strengths and weaknesses in pupils' performances and in targeting underachievement. Improvement planning is closely linked to high- quality professional development of staff to help them to overcome any weaknesses in their work. The school achieves equality of opportunity in ensuring that all groups of pupils make good progress. Extended opportunities for all are planned when the creative curriculum is fully realised.

The governing body is very responsible and fulfils its duties with considerable expertise. Governors are knowledgeable about the school. They have a good understanding of its strengths and are fully involved in evaluating the quality of provision and planning for improvements.

Governors are meticulous in ensuring that arrangements to safeguard pupils are in place. The school ensures that all adults are suitable to work with children, and that child protection arrangements and assessments to minimise any form of risk are fully in place and work smoothly. Leaders are in the process of installing a programme on the school's computer network to enable staff to log the activity of pupils to ensure that

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each learner is safe when accessing the internet.

The governors and the leadership team are active in promoting community cohesion at all levels, but recognise the need to undertake evaluation of current practice to establish better-structured planning for provision in this area.

The school's links with parents and carers are effective and every effort is made to involve them in their children's learning.

*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>2</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>1</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>2</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 start in Reception with skills and abilities that are in line with those expected of their age. They are supported well and benefit greatly from the excellent teaching they receive. Consequently, by the time they move to Year 1, most children are exceeding the early learning goals expected for their age. Arrangements ensure that they have an excellent start to their education and life in school. They thrive in the school's secure environment. The children themselves are well aware of how to stay safe. They benefit from a rich and varied blend of learning opportunities in the classroom and outdoors. Activities carefully guided by adults blend seamlessly with those in which children can make choices and work independently. Children are closely involved in planning their own learning with the support of the staff. The visionary and inspirational leadership and management of the Early Years Foundation Stage, supported by caring, skilled and highly committed support staff, fuels a relentless drive for improvement. Any weaknesses are quickly identified and actions taken to improve outcomes for children. The arrangements to check on children's progress are rigorous and



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assessments are carefully used to plan the next steps in learning. Work is carefully adapted to meet the needs of every child and fully challenges each individual. High levels of care meet the very differing needs of children with special educational needs and/or disabilities, particularly those with complex needs. Staff work very closely with outside agencies to ensure the best possible care and support for all children.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

Parents and carers are overwhelmingly supportive of the school and appreciate the care and concern it gives their children. Many make a significant contribution to the partnership of helping to develop their children's learning. A large majority believe the leadership and management of the school are good and have a positive impact on pupils' progress and the effective running of the school.

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

Ofsted invited all the registered parents and carers of pupils registered at Whaley 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 69 completed questionnaires by the end of the on-site inspection. In total, there are 240 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	50	72	19	28	0	0	0	0
The school keeps my child safe	55	80	13	19	1	1	0	0
The school informs me about my child's progress	36	52	31	45	2	3	0	0
My child is making enough progress at this school	37	45	29	42	3	4	0	0
The teaching is good at this school	45	65	22	32	1	1	0	0
The school helps me to support my child's learning	36	56	23	36	4	6	0	0
The school helps my child to have a healthy lifestyle	32	52	28	46	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)	31	46	29	43	1	1	0	0
The school meets my child's particular needs	37	54	25	37	4	6	0	0
The school deals effectively with unacceptable behaviour	33	45	33	50	2	3	1	1
The school takes account of my suggestions and concerns	36	53	28	41	2	3	1	1
The school is led and managed effectively	45	65	20	29	1	1	0	0
Overall, I am happy with my child's experience at this school	49	71	19	28	1	1	0	0

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 pupil's 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.**



11 March 2010

Dear Pupils

Inspection of Whaley Bridge Primary School, High Peak, SK23 7HX

Thank you for making us feel so very welcome and for answering all our questions when we visited recently to inspect your school. Particular thanks to those who filled in responses to the questionnaire. We concluded that it is a good school in which you receive lots of help from your teachers and teaching assistants to enable you to do well. We were particularly impressed by the outstanding support given to those of you who find learning hard and for those who have disabilities.

We were impressed to learn that you and the vast majority of your parents and carers are very happy with the quality of education you receive and that you enjoy all the additional activities and educational visits that the school provides. It is good to know that you feel very safe in school. Your understanding of how to stay healthy was very impressive, as is the care and guidance that you receive. Your superb behaviour is helping you to make positive gains in your learning and creates a very happy school community where you all care so well for each other. The interest you show in lessons helps you take full advantage of the good teaching you receive and therefore make good progress. We were also impressed by your knowledge of people who come from other parts of the world and whose culture is different from your own.

We know that your school leaders and governors are always striving to make it even better. With this in mind, we are asking them to do two things. We want your teachers to inform you consistently what is good about your work and to set you the next steps for improvement. We also want them to teach you the skills that will help you to recognise for yourselves the good things in your work and what you need to do to improve. We want you to be even more involved in taking responsibility for your own learning.

You can help with these improvements by continuing to work hard and to do your best at all times. The inspection team wishes you all the very best for the future.

Yours sincerely

David Edwards

Lead Inspector

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