

Wombridge Primary School

Inspection report

Unique Reference Number	123404
Local Authority	Telford and Wrekin
Inspection number	340329
Inspection dates	6–7 July 2010
Reporting inspector	Paul Edwards

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	223
Appropriate authority	The governing body
Chair	Rev Kevin Evans
Headteacher	Mrs Fiona Corfield
Date of previous school inspection	15 March 2007
School address	Hartshill Oakengates Telford
Telephone number	01952 388040
Fax number	01952 388049
Email address	fiona.corfield1@taw.org.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

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

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by three additional inspectors. The inspectors saw 11 lessons or parts of lessons while visiting 11 teachers. Meetings were held with governors, senior leaders, teaching staff and groups of pupils. The inspectors observed the school's work, and looked at documentation including the school's self-evaluation, assessment and tracking information, and minutes of meetings of the governing body. They also examined the school's arrangements for safeguarding and scrutinised pupils' work. Staff and pupils' questionnaires were also scrutinised, along with 63 completed by parents and carers.

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

- the progress made by girls in all subjects at Key Stage 1
- the progress made in mathematics and whether the average and more-able pupils make sufficient progress
- whether pupils with special educational needs make sufficient progress.

Information about the school

Wombridge is an average-sized primary school. Almost all pupils are from White British backgrounds. The proportion of pupils with special educational needs and/or disabilities is well above the national average as is the proportion with a statement of special educational needs. In the past the school had a specialist support facility to accommodate pupils from the surrounding area whose behaviour was challenging. The school still provides for these pupils but they are now fully integrated into classes. The percentage of pupils known to be eligible for free school meals is similar to the national average.

The school has gained Healthy School status, has attained the Eco-school bronze award and the intermediate stage of the International Schools Award. Over the past three years there has been considerable staffing turmoil which has now stabilised.

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

Wombridge Primary School provides a good education for its pupils. The leadership has been effective in creating a very attractive learning environment. Leaders have demonstrated a determination to raise pupils' attainment and to improve the quality of the pupils' learning. Their efforts have been rewarded.

Children enter the school with skills and abilities that are well below those expected for their age. Effective assessment and tracking information, improved teaching and the range of opportunities available for these children ensure they now enter Year 1 with attainment that is broadly average. Teachers build effectively on the more solid foundation so that, although pupils' attainment is broadly average at the end of Year 6, their progress and achievement are good. Pupils' attainment in Years 4 and 5 is on track to be above average by the end of Key Stage 2. Effective strategies and interventions have been put in place so that girls do as well as boys in all subjects. Progress in mathematics has improved with a greater proportion of the pupils now attaining the high levels. Where specialist support and guidance are in place, pupils with special educational needs and/or disabilities make particularly good progress. The school has rightly focused on accelerating pupils' mathematical learning. While reading and writing are improving across the school, there is a very small group of pupils whose attainment is a little below average and who do not progress in these areas as well as they should. Teachers work hard to provide well-planned and interesting lessons for pupils of mixed ages and different abilities. The school's very good tracking system provides teachers with a very clear picture of how well all groups of pupils and individuals are progressing. Teachers usually use this information well to pitch work at the correct level. The common approach for setting success criteria and learning objectives has helped to raise the quality of teaching. However, learning objectives are not always expressed in language that is easily understood by the pupils and occasionally are not specific enough to ensure progress is accelerated sufficiently for all groups of pupils. Teachers' marking of pupils' work is excellent, providing individuals with a very clear picture of what they need to do next to improve their work.

The curriculum is varied and interesting with a clear focus on developing the skills pupils need to acquire. The wide range of visits, visitors and well-attended clubs enrich the curriculum effectively. Pupils enjoy the variety and this contributes to their good behaviour. Those pupils who exhibit challenging behaviour are managed well and teaching assistants help to ensure they take a full part in school activities. For these pupils, and others who have emotional difficulties, pastoral guidance is excellent and is a significant feature of the otherwise good care, guidance and support.

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

The headteacher, well supported by senior staff and governors, has established a 'can do and will do' ethos for the school. A well-constructed school improvement plan has led to improvements in the quality of accommodation and in the quality of provision. Self-evaluation is detailed, accurate and used effectively to drive up standards. Monitoring of teaching is regular and rigorous and has led to significant improvement since the previous inspection. Subject and middle leaders report regularly on their areas and contribute well to the drive for improvement. Governors fulfil their duties well. They know the strengths and weaknesses and are effective in holding the leadership to account. The improvements made to date show the school is well placed to sustain its progress.

What does the school need to do to improve further?

- Improve the progress made by those pupils who are not achieving as well as their peers in reading and writing by:
 - ensuring activities are always sufficiently well matched to their individual needs
 - providing additional focused support and guidance for them
 - ensuring learning objectives are written in language that is easily understood by the pupils and that they are specific to the pupils' needs.

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

Children in the Early Years Foundation Stage progress well so that most are attaining the goals expected for their age on entry to Year 1 although their writing skills, particularly those of the boys, are weaker than for the other learning goals. Throughout the rest of the school pupils progress well. The analysis of data shows that progress of those pupils who had fallen behind as a result of less effective teaching and the significant minority with special educational needs and/or disabilities who entered the school in Key Stage 2 is also accelerating. In lessons, pupils' writing skills progress well because of a good focus on providing them with opportunities to write for a purpose. Extended writing activities are a good feature of lessons, developing pupils' confidence and skills. There is a very small group of pupils whose achievement is not as good as that of their peers, mainly in their reading and writing, and the school rightly acknowledges the need to focus on and support these pupils more closely. The implementation of an effective programme of teaching letter sounds in the Reception and Key Stage 1 classes is creating a good foundation that the school now needs to build upon. Pupils' computer and technology skills are developing well, the result of regular planned activities for them to use their skills in other subjects. For example, Year 5 and 6 pupils produced a short animation of Odysseus, having produced a play script from a book extract.

Pupils state that they enjoy coming to school because of the interesting things that they do. Pupils' average attendance, improving basic skills and good social skills prepare them satisfactorily for the next stage of their education. Pupils say they feel safe in

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

school, relationships are positive and pupils play together sensibly. They have a good understanding of right and wrong and a clear understanding of social responsibility. The school council, for example, has taken the lead in ensuring the school considers recycling seriously. All pupils respond very well to the provision for their spiritual, moral and social development. Their attitudes towards learning are good and they demonstrate keen enthusiasm for being healthy and active. Older pupils take responsibility for running the 'Snack Shack', selling healthy snacks, the profits of which are used for new school equipment. Exclusions have dropped dramatically and, although there is a very small number of pupils who are challenging, behaviour is good overall.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Most teaching seen during the inspection was good; none was inadequate and some was outstanding. Teachers have good subject knowledge and they are making increasingly effective use of technology to help pupils learn. For example, in a good Year 5 lesson, the teacher used the interactive white board to display simultaneously the text from a book and a play script produced by one of the pupils. This helped others to

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

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

understand how direct speech and stage directions were incorporated into the work. Teaching assistants play a significant role in helping pupils to learn. They know when to encourage reluctant learners and how to keep those who exhibit challenging behaviour on track.

The quality of teachers' marking of pupils' work is exceptional, clearly explaining to the pupils what they have done well, whether they have achieved their targets and what they need to do to improve their understanding and work. Learning objectives provide pupils with a better understanding of what they have to do but they are not easy for all pupils to understand.

Staff provide an extensive range of extra activities out of lessons to enrich the planned learning experiences. The school monitors attendance at clubs in order to be as inclusive as possible. Visits to places of worship and links with schools abroad broaden the pupils' awareness of different cultures and life beyond Telford. The quality of care, guidance and support is good and this effectively promotes the personal development of all pupils. Teaching assistants provide excellent guidance for pupils with special educational needs and/or disabilities. Support for these pupils is enhanced by very effective links with specialist support services. However, the support for those pupils whose attainment is a little below average is less effective.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher and governing body have been successful in driving forward a number of improvements to both the accommodation and quality of provision since the previous inspection; for example, the exceptionally well equipped indoor and outdoor play areas for the Early Years Foundation Stage, and the new school entrance. In addition, they have established a trend of improvement in pupils' outcomes overall. Teaching is good, the result of regular monitoring by the headteacher and through support from the local authority. The self-evaluation by the headteacher, supported by regular visits by governors, accurately identifies what the school needs to do next to improve. The emphasis has been clearly focused on improving the pupil outcomes. All of these improvements are well embedded and there is a drive for improvement that is shared by all staff. Partnerships are developing well and these play a significant part in enhancing the pupils' progress. Very effective links with the behavioural support service help to ensure those pupils who exhibit challenging behaviour participate fully in all aspects of

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

school life. The school recognises the need to ensure all pupils progress as well as each other and has implemented a range of suitable strategies, although the impact has not been felt across all groups. The basis for this is the extremely effective tracking and assessment procedures that highlight any concerns.

Planning for the promotion of community cohesion is good. There is a very clear emphasis on developing the pupils' understanding of local needs. Considerable work is undertaken to raise pupils' understanding of different cultures and religions, both in this country and internationally, through a carefully planned programme. This programme is adapted according to the needs of the pupils as a result of effective evaluation.

Safeguarding procedures are excellent. They are extremely robust; all staff, governors and volunteers working with pupils are fully vetted. Regular risk assessments are made and governors take their responsibility for health and safety very seriously.

These are the grades for leadership and management

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

Early Years Foundation Stage

The exceptionally well-equipped Early Years Foundation Stage area provides opportunities for all children to make a good start to their formal education. Good teaching, well-organised classrooms and spacious, well-designed outdoor areas ensure that these children make good progress in all areas of learning. Provision has improved significantly since the previous inspection and ensures that children's attainment on entry to Year 1 is broadly average. Children are taught alongside Year 1 children in mixed classes and this enables a smooth transition to National Curriculum activities. Children thoroughly enjoy opportunities for role play and making use of the enormous

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

sand play area when searching for hidden creatures. Regular teaching of letter sounds provides them with a firm foundation for reading skills. The school has correctly identified the need to develop boys' writing skills further. The teachers and support staff demonstrate a very good understanding for working with this age group. Learning experiences are planned effectively to provide a good balance between adult-led sessions, activities that children choose for themselves and opportunities for creative play. Comprehensive assessment records contribute to a detailed progress profile for each child which provides a clear picture of their 'learning journey'. The headteacher oversees the leadership and management of the Early Years Foundation Stage well. Very good strategies support the school's plans for a smooth transition to a teacher who will take over the leadership in September.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

Most parents and carers who responded to the questionnaire stated their children enjoyed school, that parental concerns were listened to and that they were happy with the children's experiences at the school. A few expressed concerns at the way behaviour was managed. Inspectors found that there were good strategies to support those pupils who exhibited challenging behaviour. The school acknowledged the need to ensure all parents and carers were aware of the various strategies and the rationale behind them. A few also felt that they were not provided with sufficient guidance on how to support their children's learning. The school's good assessment and tracking procedures enable the school to.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wombridge 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 63 completed questionnaires by the end of the on-site inspection. In total, there are 223 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	46	31	49	3	5	0	0
The school keeps my child safe	27	46	29	46	2	3	1	2
The school informs me about my child's progress	17	27	38	60	7	11	1	2
My child is making enough progress at this school	20	32	34	54	7	11	1	2
The teaching is good at this school	20	32	36	57	3	5	0	0
The school helps me to support my child's learning	13	21	40	63	10	16	0	0
The school helps my child to have a healthy lifestyle	19	30	40	63	2	3	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)	16	25	35	56	8	13	0	0
The school meets my child's particular needs	16	25	40	63	7	11	0	0
The school deals effectively with unacceptable behaviour	17	27	33	52	7	11	5	8
The school takes account of my suggestions and concerns	13	21	43	68	4	6	0	0
The school is led and managed effectively	18	29	37	59	4	6	1	2
Overall, I am happy with my child's experience at this school	23	37	36	57	3	5	1	2

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



8 July 2010

Dear Pupils

Inspection of Wombridge Primary School, Telford, TF2 6AN

Thank you very much for your warm welcome when we visited your school recently. We really enjoyed talking to you, looking at your work and watching you learn. We found the jungle sounds coming from the Early Years Foundation Stage outside area interesting! This letter tells you what we found and what we are asking the school to do to improve.

You behave well and enjoy learning. Your attendance is improving.

The school is a very happy place that is providing you with a good education. Your attainment is a little below that seen in most schools but is getting better because you are now making good progress.

You have a good understanding of how to keep healthy and we are pleased that the 'Snack Shack' is selling healthy foods.

There are many visitors who make learning interesting. You have many opportunities to develop your interests, including sports, and visits to different places.

The teaching is good and all of the staff look after you well.

Your school works well with other organisations and your parents to help improve your education.

Those in charge of the school are providing good leadership.

This is what we have asked the school to do to make things better.

Help you to make better progress in reading and writing, particularly those of you who find these activities a little difficult.

You can help by taking every opportunity to read when in school and at home.

Yours sincerely

Paul Edwards

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.