

Warwick Bridge Primary School

Inspection report

Unique Reference Number	112404
Local Authority	Cumbria
Inspection number	337922
Inspection dates	21–22 October 2009
Reporting inspector	Colin Smith

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

Type of school	Primary
School category	Foundation
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	146
Appropriate authority	The governing body
Chair	Dr Iain Grainger
Headteacher	Mrs E Long
Date of previous school inspection	7 January 2007
School address	Warwick Bridge Carlisle Cumbria CA4 8RE
Telephone number	01228 560390
Fax number	01228 561186
Email address	head@warwickbridge.cumbria.sch.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 2009

Introduction

This inspection was carried out by two additional inspectors. The inspectors visited eight lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at school improvement planning, pupils' work, school policies and plans and minutes of the governing body. In addition, parents', staff and pupils' questionnaires were analysed.

- pupils' learning and progress, particularly in mathematics
- the extent to which teachers use assessment to set targets and provide challenging activities for all groups of pupils
- the effectiveness of leadership and management in identifying and remedying areas requiring improvement

Information about the school

The school is smaller than average in size. The proportions of pupils eligible for free school meals and with special educational needs and/or disabilities are below average. The vast majority of pupils are of White British heritage. Only a very small number speak English as an additional language. The school is undergoing staff changes. The deputy headteacher is currently acting headteacher until a substantive appointment is made, and two newly qualified teachers started this term.

The school has gained the Healthy Schools and Active Mark awards. The school has the Kitemark in recognition of its provision in the Nursery. The school provides wrap around care for Nursery age children in the afternoons and an after-school club. These additional provisions were evaluated as part of this inspection.

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?

3

The school's capacity for sustained improvement

3

Main findings

Warwick Bridge Primary provides a satisfactory standard of education. The school has good features. The stimulating curriculum ensures that pupils enjoy learning and develop an excellent understanding of cultural diversity. The school provides good care, guidance and support and has established positive and productive partnerships with parents and outside agencies. These factors ensure that pupils' safety and welfare are strongly promoted. Pupils develop good social and moral awareness. They are co-operative, confident and courteous, strive to keep themselves safe and healthy and acquire the skills to learn independently. Pupils display a strong sense of duty and make an excellent contribution to the school and wider community in carrying out a wide range of responsibilities.

The majority of children enter school with attainment above that expected and usually reach standards that are above average by the end of Year 6. Children make an excellent start in the Nursery where teaching is outstanding. The progress made by pupils with special needs and /or disabilities is good because of the high quality support they receive. Average and higher attaining pupils make satisfactory progress. Although teaching is satisfactory and sometimes good, pupils' learning can be restricted in lessons that are not sufficiently challenging, particularly in mathematics.

The school's self-evaluation is over optimistic in judging all aspects of its work to be good. This is partly because school data is not analysed sufficiently. Nevertheless, school leaders have a clear understanding of the school's strengths and weaknesses. They have devised a sharply focused action plan and are working hard to increase the rate of pupils' progress. This gives the school a satisfactory capacity for improvement. Leaders are aware that checking the quality of teaching and pupils' written work in numeracy and literacy needs to be strengthened to secure the good progress they are aiming for.

What does the school need to do to improve further?

- Increase pupils' progress, particularly in mathematics by:
 - raising teachers' expectations of what can be achieved
 - providing the steps needed to enable pupils to reach their targets
 - tracking pupils' progress rigorously and intervening when less than good.
- Improve the quality of teaching from satisfactory to good by:
 - raising the challenge in lessons
 - using assessment more effectively in lessons to identify what pupils already

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 in order to move their learning forward quickly

- ensuring that pupils are learning actively in all lessons.
- Improve leadership and management by:
 - making full use of assessment data to inform self-evaluation
 - increase the rigour of monitoring and evaluating teaching and learning
 - ensuring that the more challenging targets already set are fully met.
- About 40% of the school's whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Pupils respect their teachers and work hard in lessons. Their interest in learning is evident in the way in which they ask questions to clarify their understanding. Pupils pay good attention to the technical aspects of their work, such as accurate spelling, punctuation and calculation. However, their enthusiasm for creative writing is not always evident, particularly when their imagination has not been stimulated sufficiently beforehand. In the best lessons, pupils rise to the challenge and show perseverance. For example, Year 6 pupils were determined to investigate and classify different shapes, despite encountering initial difficulties. Pupils are highly motivated to learn when actively involved in the lesson from the outset. They enjoy lively question and answer sessions, particularly when asked to explain their ideas, but their attention diminishes when they have to sit and listen passively for too long.

Pupils' learning and progress are satisfactory in relation to their starting points. Attainment is above average in English and science and average in mathematics by the end of Year 6. Lower attaining pupils make good progress because their tasks are very effectively tailored to meet their needs. Prompt action ensures that any underachievement is quickly eliminated. However, there is scope to raise the level of challenge to enable average and higher attaining pupils to learn at a quicker rate.

Pupils particularly enjoy curricular topics, which offer good opportunities for creativity and personal research. Attendance matches the national average. Pupils want to come to school and are only absent through illness or when their families take holidays in term-time. Pupils feel safe in school and disapprove of any form of bullying or racism. Behaviour is good and often exemplary in lessons. Pupils have good awareness of the importance of diet and exercise in maintaining healthy lifestyles. They make an outstanding contribution to the school community in the way they make decisions and take responsibility, for example, as school councilors and playground buddies. Pupils are well prepared for the next stage of their education as a result of attention to basic skills, team building and young enterprise initiatives.

These are the grades for pupils' outcomes

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

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	3
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	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

All of the teaching is satisfactory or better. Lessons are thoroughly prepared and organized and pupils are well managed. This ensures that learning is calm and purposeful, particularly in infant classes. Pupils know what they are expected to learn and new ideas are explained clearly. During group activities, teachers check the learning of pupils working independently. This proved timely in Year 3 where misconceptions regarding symbols on a graph were nipped in the bud. Teachers' use of assessment is satisfactory. Questioning is used well to probe individual pupils' understanding, although opportunities are missed to assess the understanding of the whole class. This makes it harder for teachers to know when it is safe to raise the challenge or when to pause during the lesson to deal with any misunderstanding. Although teachers provide different activities, according to pupils' levels of attainment, they do not always have sufficiently high expectations of what pupils can achieve. Pupils sometimes say they find the work easy. Pupils have targets to aim for, but are not fully aware of the steps needed to move to the next level. The marking of pupils' work is particularly good in English where teachers recognise achievement and provide pointers for improvement. Marking in mathematics is less diagnostic.

The school provides a diverse and creative curriculum, including a plethora of interesting school visits and visitors and a good range of extra-curricular activities. Teachers' planning ensures that pupils can build on earlier learning and make at least satisfactory

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

progress in literacy and numeracy. The curriculum is very well adapted to meet the needs of pupils who require additional support and increasing attention is being focused on the needs of the gifted and talented pupils. A well-planned programme of personal, health and social education contributes significantly to pupils' good awareness of dangers, such as smoking, and to their social maturity.

The school's caring and supportive atmosphere is a real strength, which accounts for pupils feeling safe, secure and happy in school. Children benefit from good induction procedures when they start school and smooth transfer arrangements when they move to secondary school. Staff have a very good understanding of the needs of vulnerable pupils and work well in partnership with parents and outside agencies to remove any barriers to learning.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
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?

School leaders and governors have established an inclusive family atmosphere and promote pupils' welfare and interests very successfully. Safeguarding is satisfactory. All the necessary procedures are established to keep pupils safe, although not fully communicated to parents. The 2008/9 school development plan reflects leaders' ambition and drive for improvement, particularly in the challenging targets set for individual pupils and the steps that teachers must take to ensure these are reached. Additional revision and booster classes have already raised standards in Year 6, but more needs to be done to increase progress in all year groups, particularly in mathematics. Monitoring and evaluating teaching and pupils' work are still not sufficiently rigorous to pinpoint exactly what is happening in classrooms. Governors provide good support in terms of finance, buildings, pupils' welfare and health and safety, but they are not sufficiently well informed about pupils' progress to fully hold the school to account academically. The school promotes equal opportunities by identifying pupils at risk of falling behind and intervening to close any gaps. Community cohesion is promoted satisfactorily overall. It is promoted particularly well through strong links with ethnic and religious groups. However, the school is yet to complete all aspects of its strategy to promote community cohesion in the wider community.

These are the grades for leadership and management

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 effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
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	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children enter Nursery with knowledge and skills above those expected apart from their mathematical development, which is typical for their age. They make good progress and, by the end of the Reception Year, most children reach all the learning goals expected and many exceed them. Children's welfare is particularly well fostered. Consequently, they settle happily, play safely, eat healthily and are mindful of hygiene. Their growing independence is evident in the way they register their own attendance and plan their own activities. Very effective systems for assessing children's learning in the Nursery are now developing in Reception. Observations and photographs are recorded, used to plan the next steps and compiled into 'learning journey' booklets, which form the basis of excellent communications with parents.

A wide range of activities are provided, indoors and outside, which engage children's interests. The atmosphere in Nursery is vibrant and teaching outstanding. Nursery staff seize upon every opportunity to capture children's imagination and to extend their learning, such as exploring shapes and letters in shaving foam and running the hospital for babies. Children attending afternoon wraparound Nursery care benefit from exactly the same high standards of welfare and learning because the sessions are provided by the same staff in the same setting.

Provision and teaching in Reception are at least satisfactory and improving. The Early Years Foundation Stage leader is successfully extending much of the excellent practice in the Nursery into Reception. This good leadership has helped Reception staff to move away from engaging young children in formal activities before they are ready. There is now a good balance between activities led by adults and those chosen by children. After-school club provision is satisfactory. Good procedures are in place to ensure

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

children's welfare and safety. Opportunities for learning are planned and varied, though not sufficiently assessed to identify the children's next steps.

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

The overwhelming majority of parents are highly satisfied with all aspects of the work of the school. Inspection findings support the views of parents' in most aspects. The school's strong partnership with parents ensures that parents' views are valued and acted upon and parents are helped to support their children's education. Parents' positive views regarding their children's safety in school, their good behaviour, enjoyment in learning and understanding of healthy lifestyles are fully borne out by inspection findings. Most parents believe that teaching is good and that their children make enough progress. Inspection findings indicate that teaching is never less than satisfactory, sometimes good and occasionally outstanding. All pupils do make the progress expected, although this is not quite the same as making good progress, which implies better than expected. Parents have confidence in the way the school is led and managed. Most certainly, the acting headteacher has taken charge and ensured the smooth running of the school in the interim. School leaders are eager to raise pupils' progress from satisfactory to good by raising the challenge in teaching.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Warwick 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 63 completed questionnaires by the end of the on-site inspection. In total, there are 146 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	42	67	15	24	1	2	0	0
The school keeps my child safe	43	68	17	27	0	0	0	0
The school informs me about my child's progress	36	57	22	35	2	3	0	0
My child is making enough progress at this school	41	65	18	29	0	0	0	0
The teaching is good at this school	41	65	17	27	1	2	0	0
The school helps me to support my child's learning	38	60	18	29	2	3	0	0
The school helps my child to have a healthy lifestyle	38	60	20	32	1	2	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)	32	51	25	40	0	0	0	0
The school meets my child's particular needs	33	52	26	41	1	2	0	0
The school deals effectively with unacceptable behaviour	35	56	25	40	0	0	0	0
The school takes account of my suggestions and concerns	35	56	23	37	1	2	0	0
The school is led and managed effectively	37	59	20	32	1	2	0	0
Overall, I am happy with my child's experience at this school	41	65	17	27	0	0	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">■ 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.



Dear Pupils

Thank you for making me welcome and answering my questions so politely. I would like to explain the inspection findings.

Your school is satisfactory overall but it has quite a lot of good features. Children entering the Nursery get off to a particularly good start. All of you make at least satisfactory progress through the school and those of you who need additional support with learning make good progress because of it. By the end of Year 6, standards are above average in English and science and average in mathematics.

Teaching is satisfactory and sometimes good. In lessons, you listen carefully, try your best and present your work carefully. Your behaviour is good. The way you help each other, take responsibility and work as school councillors, house captains and playground buddies, is excellent. Almost all of you enjoy school. This is because of the good curriculum with lots of interesting activities, in and out of school. Most important of all, teachers and support staff take good care of you and keep you safe.

The way the school is led and managed is satisfactory. Your school leaders are eager for you to do as well that you can. This is why they keep assessing your progress and setting targets to help you to improve.

To help the school to do as well as it can for you, I have asked leaders and teachers to make the improvements that follow.

- Help you to improve your progress, particularly in mathematics. You can play your part by checking your answers and completing your homework.
- Make all lessons as challenging as possible to help you to learn as quickly as you can. You can help by try your best to reach your targets
- Check how well you are learning in lessons and look closely at the work in your books to ensure that you are making the best possible progress.

Yours sincerely,

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.