

# Warwick Bridge Primary School

Warwick Bridge, Carlisle, Cumbria, CA4 8RE

## Inspection dates

3–4 July 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and Safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- The quality of teaching is inconsistent. Not all teaching is good and some pupils do not make as much progress as they should, especially in writing and particularly more-able pupils.
- The checks carried out on the quality of teaching by leaders and managers do not focus enough on the impact that teaching has on pupils' achievement. Teachers are not observed often enough to help them improve.
- In lessons, particularly in Key Stage 2, pupils are not given enough opportunities to research information or solve problems themselves or to work without the teacher's help. This often limits pupils' progress, particularly in the case of more-able pupils.
- Teachers conscientiously mark pupils' work but this has little impact on pupils' learning as pupils do not always respond to the comments made.
- Pupils do not always know what they need to do next to reach the target the teacher has set them.
- The school improvement plan does not specify exactly what is to be done, how it will be done or how improvement will be checked and measured.
- The best use is not always made of the good support available from teaching assistants to accelerate pupils' progress.

### The school has the following strengths

- Behaviour is good; pupils feel safe and enjoy coming to school.
- Pupils achieve well in mathematics and reading, reaching above average standards by Year 6.
- Children get a good start in the Nursery and Reception classes.
- The staff and governors have great energy and enthusiasm and want the very best for the pupils. Relationships at all levels are good.
- The newly appointed headteacher already has a clear picture of what needs to be done to bring about improvement.

## Information about this inspection

- The inspector observed six teachers and six lessons.
- Discussions were held with pupils, members of staff, the Chair and vice-chair of the Governing Body and local authority personnel.
- Some pupils were heard read, and others discussed with the inspector the work they had done.
- The inspector took account of the 37 responses to the on-line questionnaire (Parent View).
- He observed the school's work, scrutinised a number of documents, including the school's evaluation of how well it is doing, school improvement plan, safeguarding documents and the school's own data for checking on pupils' progress.
- The questionnaires completed by staff were analysed.

## Inspection team

Gordon Alston, Lead inspector

Additional Inspector

## Full report

- This school is smaller than the average-sized primary school.
- Nearly all pupils are from White British backgrounds and English is their first language, a small number are of other minority ethnic backgrounds.
- The proportion of pupils known to be eligible for the pupil premium (extra money the school receives based on the number of pupils eligible for free school meals, looked after children and children from forces families) is below average.
- The proportions of pupils supported at school action, school action plus or with a statement of special educational needs are below average.
- The school meets the current floor standards, which set the government's minimum expectations for attainment and progress.
- The previous headteacher left in February this year and since then the school has been led by three newly appointed senior leaders. They have been supported by an associate headteacher who currently spends one day each week in the school. The new headteacher who has been appointed to take up post in September also spends one day each week at the school. He was in school during the two days of the inspection.
- Two new teachers start work at the school in September.

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

- By September 2014, make sure all teaching is at least good and some of the good teaching becomes outstanding in order to drive forward pupils' achievement, especially in writing and for more-able pupils by:
  - providing pupils with more opportunities to research information or solve problems themselves and be independent learners
  - checking that activities, especially for more-able pupils, are interesting and challenging
  - agreeing how best use can be made of teaching assistants time
  - ensuring teachers' marking consistently provides pupils with clear guidance on how they can improve their work and providing pupils with time to respond to the marking
  - extending the pupil target-setting process so that pupils can manage, organise and assess their targets themselves
  - helping teachers gain a clear picture of what outstanding teaching looks like
  - making sure that when pupils find a task easy the teacher intervenes and further challenges the pupils in order to increase the progress they make
  - considering how writing activities could be made more interesting and making sure there is always a purpose for pupils to write in order to develop a love of writing.
- Strengthen the effectiveness of leadership and management in order to increase the pace of school improvement by:
  - carrying out regular checks on the impact of teaching on pupils' learning, their progress in lessons and their written work
  - feeding back effectively to teachers after lesson observations, about how they can improve their performance
  - holding more regular meetings in which pupils' progress is discussed, underachievement is identified and staff are held accountable for the progress of all pupils in their class
  - ensuring that the school improvement plan is more sharply focused on key areas for improvement, contains precise performance measures against which success can be evaluated and is regularly reviewed with senior leaders and governors.

- Build on the work already started to improve the curriculum by:
  - making further links between subjects and with the world in which pupils live to help bring learning alive and make it purposeful
  - spread the good practice seen in curriculum planning in the Early Years Foundation Stage and Key Stage 1 into Key Stage 2.
- An external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved.

## Inspection judgements

### The achievement of pupils

### requires improvement

- A significant minority of pupils in almost all year groups do not make as much progress as they should, especially the more-able.
- In writing, by Years 2 and 6, although attainment is broadly average, currently work in books shows that the work given does not consistently build effectively on what pupils can already do. At times, tasks focus too narrowly on developing basic skills which reduces pupils' progress, especially more-able pupils, in expressing their ideas creatively and in developing an enjoyment of writing. Too often, there is not a clear purpose for writing.
- By Years 2 and 6, reading and mathematics standards are above average, and in the 2012 national tests an above average proportion of pupils attained the expected Level 4. However, the proportion reaching the higher levels was not as strong.
- Children begin in the Nursery class with skills broadly typical for their age. They make good progress through Nursery and Reception classes and start Year 1 with broadly above average skills for their age. The attainment of pupils in the 2012 national screening check for reading at the end of Year 1 was above average.
- The small numbers of pupils who are supported by extra money from the pupil premium make as much progress as their peers because of good support in small groups or in a one-to-one situation. When compared to the whole school and national picture, the gap between the attainment of these pupils and those not entitled to free school meals is smaller, and closing.
- Disabled pupils and those who have special educational needs make similar, varied progress to that of other pupils. Pastoral care for pupils who may be vulnerable is good because of the great empathy that teachers have for pupils in their class. This helps develop confidence and improve self-esteem.

### The quality of teaching

### requires improvement

- Scrutiny of pupils' books and the tracking of pupils' progress over time, indicates that the quality of teaching across the school is inconsistent. Some good teaching was evident during the inspection particularly in the Early Years Foundation Stage and Key Stage 1. However, staff whose teaching over time is consistently good do not experiment enough with adventurous and original methods or approaches that motivate and inspire pupils.
- Progress slows in lessons when tasks pupils are given lack challenge or interest or when teachers do not check on pupils' learning, or move pupils on when they find tasks too easy.
- Teaching assistants provide effective support but teachers do not always make best use of their time, particularly at the start of lessons.
- In all classes, relationships between adults and pupils are very good. Teachers manage pupils' behaviour well and model good personal skills for pupils to copy. This contributes effectively towards good personal development.
- The best teaching gets pupils fully involved right from the start of lessons. Ideas come from the pupils and there is scope to solve problems and move on quickly with their learning. The tasks are interesting and challenging with opportunities for the more able to research information or solve a problem themselves. This was seen in a mathematics lesson when pupils weighed and measured different fruits and juice to make a fruit salad. The teacher quickly picked up when pupils needed a greater challenge and set them a new problem maintaining the rapid progress the pupils were making.
- There are examples of helpful marking and feedback to pupils, especially in writing. However, pupils say they do not get time to respond to teachers' comments and there is little evidence of marking helping to improve pupils' learning. The use made of targets teachers expect pupils to achieve is inconsistent as is pupils' knowledge of what they need to do to reach these targets.
- Teaching in the Nursery and Reception classes is good. The stimulating environment encourages

children to experiment and explore learning by themselves through meaningful themes, developing independent learning skills well.

### **The behaviour and safety of pupils** are good

- Pupils' good behaviour, their understanding of how to stay safe, and the way the school promotes these aspects, results in a school that is a generally calm, harmonious and a safe place for pupils to be. The time spent in the Nursery and Reception classes teaching children to follow routines and rules is successfully built on through school and is reflected in the considerate, friendly and confident pupils who leave the school.
- Older pupils show a mature sense of responsibility towards others, through formal roles as school councillors and buddies, and by their good manners, positive relationships and respect for others which they show at all times. Because all pupils are valued and supported as individuals, they feel secure. This is also helped by the time the school spends on informing pupils about keeping safe, such as when using the internet.
- Pupils say school is a safe place to be and that bullying is rare and are confident that their teachers would deal with it quickly. Because of the very good relationships between them, pupils are happy to talk to their teachers if they have any worries. Pupils enjoy school and are happy to come; levels of attendance are similar to that found in most schools.
- Pupils are keen to learn and this only wanes when lessons do not capture their interest or when the tasks they are given lack challenge or purpose. When asked about which lessons they enjoyed the most, between mathematics, reading and writing the vast majority placed mathematics first and writing last. Many said writing was 'boring'.
- Assemblies and class discussions reinforce the importance of working together and contribute well to pupils' spiritual, moral, social and spiritual development which is given a strong emphasis.
- Virtually all parents are unreservedly positive about behaviour. They feel the school is a safe place for their children to be and there is a feeling of a caring community where pupils and teachers help and support one another. Observations during the inspection support these views.

### **The leadership and management** requires improvement

- The school development plan is not sufficiently well focused in order to bring about rapid improvement. There is a lack of rigour in checking on and evaluating the impact of new initiatives.
- The three senior leaders who stepped up to lead the school in the absence of the substantive headteacher have worked very hard to maintain a stable learning environment for the pupils. In addition, the local authority has reacted quickly to provide support through an associate headteacher from another school. As a result, plans for improvement are becoming sharper with clear plans in place to address some aspects of school, which had not been previously clearly identified.
- Checking on the progress pupils make, however, has not been done frequently enough at senior management level. There is a lack of rigour in holding teachers to account. At pupil progress meetings underachievement is identified and support put in place, but there is no effective system to check on the impact of these interventions.
- The procedures to check on the quality of teaching are not an effective tool in helping teachers to improve. There is documented evidence of lessons being observed but very few of these have taken place in the last 12 months. The documentation indicates that there has been a strong focus on how teachers teach rather than the progress made by pupils of different abilities. As a result, the observations do not identify the key points that teachers need to know about in order to improve pupils' learning. Arrangements for the performance management of staff are in place and secure. However, there is little evidence to indicate that teachers' professional development is given appropriate emphasis. The school has not discussed what outstanding teaching looks like in order to move teaching forward from good to outstanding.

- The curriculum is developing and is well established in the Early Years Foundation Stage and Key Stage 1 where subjects are skilfully linked together and there are lots of opportunities for pupils to solve problems and find the answer themselves without teacher guidance. Topics reflect pupils' interests and what they want to know. This approach does not extend across the school where there is less of a focus on developing greater links between subjects or to relate learning to pupils' own experiences. In Key Stage 2, pupils say lessons are not always fun and they would like more time to find things out for themselves and use information and communication technology more.
- The school strives to promote equal opportunities. Leaders ensure that all pupils have the same opportunities to experience what the school has on offer and there is no discrimination or harassment.
- Safeguarding and child protection procedures meet requirements and the site is secure. Most parents are supportive of the school although a small number have concerns about how well the school is led and their child's progress. Inspection judgements are that these aspects require improvement.
- **The governance of the school:**
  - The governing body supports and monitors the work of the school enthusiastically. Governors have received appropriate training, which has been useful in helping them understand the schools' performance information, and data which shows how the school performs in relation to other schools. They ask appropriate questions about how decisions will impact on pupils' learning. They have not received sufficient up-to-date information from senior leaders on how well teaching is improving or how any underperformance is being tackled. Hence, their views of the school are overgenerous. They know about the school's finances and have control over how money is spent. The governing body authorises the spending of pupil premium funding but does not receive detailed information on how this is impacting on the progress of these pupils. All statutory requirements are met and governors are mindful of the importance of safeguarding arrangements and their effectiveness.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	112404
<b>Local authority</b>	Cumbria
Inspection number	401261

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

<b>Type of school</b>	Primary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	144
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sarah Hinde
<b>Headteacher</b>	Mark Ashton
<b>Date of previous school inspection</b>	21 October 2009
<b>Telephone number</b>	01228 560390
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