

Warwick Bridge Primary School

Warwick Bridge, Carlisle, Cumbria, CA4 8RE

Inspection dates 14–15 April 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Children get off to a good start in early years. They develop a love of learning and are keen to come to school. They achieve well.
- Pupils make good progress overall both in their personal development and academic achievement.
- Pupils who have additional needs are now provided with a good level of support and most make the same good progress as other pupils.
- The quality of teaching is good. Teachers plan activities to capture pupils' imaginations and develop their interests.
- The behaviour of pupils is good. They settle well to learning and show respect for others during their playtimes. Pupils say they feel safe at school and learn how to keep safe in other environments.
- The school promotes pupils' spiritual, moral, social and cultural development well. Visitors and trips bring learning to life. Pupils enthusiastically take part in sports and music.
- The curriculum is well planned and provides pupils with stimulating experiences both within and beyond the school environment.
- The headteacher has implemented many new policies, procedures and initiatives. Staff share his desire to bring out the best in pupils.
- Leaders and managers, including the governing body, are focused on driving improvements. This has led to improvements in the quality of teaching and pupils' achievements. This is an improving school.

It is not yet an outstanding school because

- In some pupils' books there is not enough care taken with handwriting, spelling and punctuation.
- The marking policy is not always adhered to across the school.
- More clarity is needed in the quality and quantity of homework expected of Key Stage 2 pupils.
- Some subject leaders are only just beginning to focus on raising pupils' achievement in their areas of responsibility.
- Regular checking of teachers' assessment of pupils' work is inconsistent across subjects.

Information about this inspection

- The inspector observed teaching and learning in lessons taught by teachers, three of which were jointly observed with the headteacher. Additionally, sessions led by teaching assistants were observed and the inspector also listened to pupils read.
- Discussions were held with school staff, groups of pupils, the headteacher, governors and a representative from the local authority.
- The inspector observed the school's work and looked at a wide range of documentation, including safeguarding documents, the school's procedures for gaining an accurate view of its own performance, development plans, records of pupils' standards and progress, documents relating to attendance and behaviour, and pupils' work in their books.
- There were 31 parental responses to the online questionnaire (Parent View) which were taken into account. The 16 responses to the staff questionnaire were also reviewed. In addition, the inspector spoke informally to parents at the start and end of the school days.

Inspection team

Naomi Taylor, Lead inspector

Additional Inspector

Full report

Information about this school

- Warwick Bridge is smaller than the average-sized primary school.
- Most pupils are taught in mixed-age classes.
- The proportion of disadvantaged pupils, those supported by the pupil premium is lower than that found nationally. The pupil premium is additional government funding for pupils known to be eligible for free school meals and children who are looked after by the local authority.
- The proportion of pupils who are disabled or have special educational needs is lower than that found nationally.
- Almost all pupils are White British.
- Provision in early years is part time in Nursery and full time in Reception.
- The headteacher joined the school in September 2013. He has appointed some new staff.
- Since the previous inspection, a new Chair and vice-chair of the Governing Body have been appointed. Several members of the governing body are relatively new to post.
- A National Leader in Governance is working with the school.
- The school runs breakfast and after-school clubs.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Improve teaching and learning to outstanding in order to raise pupils' achievement further by:
 - making high standards in handwriting, spelling and punctuation a routine expectation across the school
 - ensuring the school's marking policy is followed, especially with regard to giving pupils time to respond to teachers' marking and learn from their mistakes
 - providing Key Stage 2 pupils with clear expectations in relation to homework.
- Improve the effectiveness of leadership and management further by:
 - developing the skills of subject leaders in ensuring initiatives to raise pupils' achievement are implemented consistently across the school
 - developing a cycle for checking that teachers' assessment of pupils' work is accurate across the school.

Inspection judgements

The leadership and management are good

- The headteacher has successfully introduced a raft of changes to bring about improvements to the school. He has deservedly gained the confidence of staff, governors and parents who share his desire for bringing out the best in all pupils. He has successfully eradicated inadequate teaching and ensured that good teaching is now the norm.
- The headteacher has formed an ambitious senior leadership team with the capacity to drive further improvements. There are transparent systems and procedures for checking the quality of teaching and learning through regular lesson observations, work scrutiny and learning walks. Staff training is directly linked to the school improvement plan and priorities to continually improve the quality of teaching and raise achievement.
- Subject leaders are keen to make improvements but some have not had sufficient time to develop their skills to ensure they are effectively raising standards in their areas of responsibility.
- Effective systems to track pupils' progress have been introduced by the headteacher to ensure pupils receive help if they start to fall behind. Care is taken to promote good achievement for all, including the small numbers of pupils eligible for support through the pupil premium. The funding for these pupils is spent well to meet their needs. This confirms the school's commitment to making sure that there is no discrimination and that all pupils have equal opportunities to succeed in this harmonious community where good relations flourish.
- The school works with a cluster of schools to share good practice. However, a programme to check the accuracy of teachers' assessment of pupils' work across the school is at an early stage of development.
- The curriculum provides a wide range of activities both in school and beyond. The residential trips for the older pupils give them the opportunities to develop new skills and grow in confidence through a range of outdoor activities. Visiting musicians to the school provide a wide range of opportunities for pupils to learn to play instruments.
- Pupils' spiritual, moral, social and cultural understanding is well developed. Pupils have a good understanding of British values and an example of this was seen in the displays of pupils' work to mark Armistice Day. Visits to Newcastle give pupils a taste of city life. Pupils talked animatedly about visiting a Jewish synagogue and how it compared to and was different from the cathedral in Newcastle. Activities such as this contribute to preparing pupils from a small village school for life in modern Britain.
- The primary school sport funding is used to good effect to broaden sporting opportunities for pupils. It also pays for specialist sports coaching for pupils and staff alike. This has, for example, led to an increase in opportunities for pupils to try activities such as dance and kwik cricket. Meticulous records show the increased participation in the number of pupils engaging in sport after school since the funding started. Most pupils now take part in a wide range of sporting activities after school, which helps them stay healthy and promotes their well-being.
- The school runs breakfast and after-school clubs which are well managed. The older pupils effectively help the adults in supporting the younger children during these sessions.
- School leaders including governors are effective in making sure that staff and pupils are kept safe and statutory requirements, including safeguarding, are met.
- Since the previous inspection, the local authority has provided effective support for the school. It has worked closely with the governing body and a National Leader in Governance to review and develop the skills of governors.
- **The governance of the school:**
 - The headteacher is well supported by governors, many of whom are relatively new. Together they have taken decisive actions that put the school in a stronger position than it was at the time of the previous inspection. The governing body provides a good balance of support and challenge and carries out its duties effectively.
 - Governors are highly committed to and supportive of the school. They attend training so that they have the knowledge and skills needed to hold school leaders to account for standards at the school. Following training provided by the local authority, governors have a good understanding of data. The governing body has an accurate view of pupils' achievement and the quality of teaching because its members receive comprehensive reports from the headteacher, which they question and challenge.
 - The governing body checks that systems to manage staff performance are implemented and that teachers' pay reflects how effective they are.

- Governors make sure that statutory requirements are met, that pupils and staff are kept safe and that the budget is wisely spent.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good.
- Pupils show a great deal of respect towards each other and the adults around them. This view is reflected in almost all of the responses to the staff questionnaire, in the views of all parents who met the inspector and the vast majority of the views expressed on Parent View.
- Pupils develop good attitudes to learning from an early age. However, when activities do not challenge them sufficiently, there is an occasional dip in the quality of attention of a minority of pupils.
- A small minority of pupils who have struggled to settle in other schools joined Warwick Bridge other than at the usual times. Staff work well in helping these pupils to choose appropriate behaviour and build their self-esteem.
- Older pupils enjoy taking on responsibilities. The prefects ensure that younger pupils are supported at break times and keep an eye on the friendship bench where pupils can go if they need company. Year 6 pupils plan and prepare lunch for older residents in the village in their kitchen area. This helps to build strong links with the local community.
- A group of older pupils work with the local community to raise money for charities and those less fortunate than themselves.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils have a good understanding of different forms of bullying and, for example, can explain why they should not make friends 'online'. All classes have been taught about homophobic bullying and, as a result, pupils understand that rather than having a mum and a dad, some pupils may have two mums or two dads.
- The residential visits in Years 5 and 6 broaden pupils' horizons by giving them the opportunity to experience outdoor activity centres where teamwork is promoted. Pupils learn to take measured risks with unfamiliar activities. This helps them to gain a good understanding of keeping safe in environments which are different to those they are used to.
- All parents believe that pupils are kept safe at school. Pupils and staff share this view. This reflects the confidence families have in the school and why all who responded to Parent View would recommend this school.
- Attendance has improved and is now in line with national levels. This reflects how much the pupils enjoy coming school and the excellent way in which the school works with parents.

The quality of teaching is good

- Pupils now make good progress because of the headteacher's effective drive for improvements in the quality of teaching in a wide range of subjects. This is further confirmed by work in pupils' books and the school's records of pupils' progress.
- Teachers use questions skilfully to assess pupils' learning throughout lessons. Pupils discuss their ideas and learn from each other. Staff make sure that there is a good range of resources available to pupils so that they can help themselves and each other when they are a little unsure about what to do next.
- Phonics (the links between letters and sounds) is taught well and this has led to year-on-year improvements in pupils' performance in the Year 1 screening checks. Those pupils who read to an inspector showed how well they could blend the sounds of different letters to work out unfamiliar words. Pupils develop a love of books from an early age and this was clearly seen during the inspection.
- There is a whole-school approach to the teaching of mathematics. With several mixed-age classes, teachers carefully plan sessions to meet the needs of the wide range of ability. For example, in Key Stage 1, some pupils were working with two-digit numbers to work out which numbers were greater than or less than others. Meanwhile, some pupils worked on subtracting three-digit numbers and were encouraged to develop their ability to check their answers.
- Since the previous inspection, opportunities for writing across a range of subjects have increased. In

science, pupils record their findings from experiments which help them to use their literacy skills. During the inspection, Key Stage 2 pupils began a topic on sound and having listened very carefully to sounds in the room, a class poem was quickly written. Although pupils achieve well in spelling, punctuation and grammar tests, there are too many errors in spellings and punctuation in pupils' books and the quality of handwriting is too variable.

- Pupils are encouraged to continue their learning at home. However, homework books show that pupils are unclear about the quality and quantity of homework expected of them, particularly in Key Stage 2.
- A new marking policy has been introduced since the previous inspection. However, pupils do not always have time to respond to written comments by teachers in order to improve their work.
- Effective teamwork by teachers and teaching assistants ensures a high level of support for all groups of pupils. Recent, significant changes in the way teaching assistants are deployed are speeding up the progress of those who have fallen behind or who need additional help.

The achievement of pupils is good

- Pupils make good progress during their time at Warwick Bridge and are well prepared for the next stage in their education.
- In 2014, the proportion of pupils attaining the expected level in the Year 1 phonics screening check was in line with the national average. This is because teachers and teaching assistants are skilled in the teaching of phonics. The very few pupils who struggle to read are given effective support and this leads to improvements. Pupils develop a love of books from an early age and told the inspector about their favourite books and authors.
- In Key Stage 1, all pupils reached at least the expected levels in reading and mathematics in 2014. The vast majority reached the expected level in writing. The proportions reaching the higher levels in mathematics were similar to the national average but writing and reading were not as strong. However, overall attainment is usually higher than the national average although in 2014 it was in line with the national average. A higher proportion of current Year 2 pupils are working at the higher levels in all subjects, which shows an improving picture.
- In 2014, standards reached at the end of Year 6 were above the national average which, given pupils' results by the end of Year 2, represents good progress. The proportion of those reaching the higher levels was higher than the national average in mathematics, writing and spelling, punctuation and grammar but lower in reading. The school has taken swift action to address this and the school's data show significantly more current pupils are already reading at the higher level than was the case last year. Despite numerous disruptions to staffing, progress of pupils across the school is improving.
- Almost all make the progress expected of them in reading, writing and mathematics by the time they leave school. The previous inspection identified writing as an area for improvement and the school has been successful in addressing this. In 2014, the proportion reaching the higher levels in writing was well above the national average. Current work in books shows that this progress is being sustained. In 2014, the number of those reaching the higher levels in mathematics was higher than the national average. Reading was not as strong but current Year 6 pupils demonstrated that almost half are reading at the higher level.
- The pupil premium funding is used effectively and is directed towards supporting the few disadvantaged pupils. This ensures that they make equally good progress as their classmates. The number of disadvantaged pupils in each year group is too small to compare meaningfully their achievement with that of others nationally or in the school. However, inspection evidence shows that as pupils move through the school, gaps between disadvantaged and non-disadvantaged pupils are closing rapidly.
- Most pupils who are disabled or have special educational needs make good progress. This is because their additional needs are identified early and are fully met through one-to-one and small-group sessions delivered by highly skilled teaching assistants. Strong links with external agencies also support both academic and personal needs of individual pupils.
- The most able pupils make good progress. For example, in the last two years there have been pupils working at levels normally associated with Key Stage 3 in mathematics. Several pupils excel in the arts and sport. The school is rightly proud of its orchestra and choir.

The early years provision is good

- Links between school and home are very strong. The toddler group is held for one afternoon each month. This helps children and their parents to become familiar with the early years environment and get to know the staff before they start in Nursery. This enables children to settle quickly into school routines.
- Communication with parents is very important to staff. Parents are able to speak to staff at the start and end of the school day and share information. The website provides parents with many good ideas on how to help their children learn beyond the school environment, which parents say is helpful.
- The online 'Learning Journals', which are records of a child's achievements during the early years, are informative for parents and staff. They build a good picture of each individual child and are well used by staff to help them to plan activities that support children to make good progress. Parents are encouraged to contribute to them by sharing children's achievements beyond school. However, not all parents are uploading key goals reached beyond the school environment in order for staff to build on this.
- Children behave very respectfully towards each other and the adults around them. They learn to take turns in the different activity areas and develop a sense of responsibility by storing away equipment at the end of a session. They develop an understanding of how to keep safe. For example, they keep corridors clear of obstacles by storing their bags and coats neatly in their individual lockers to avoid anyone tripping up.
- The early years is well led and managed with a strong team approach by staff. Staff quickly get to know the children and build activities around their interests. For example, children have recently started a new topic based on holidays which is enabling pupils to explore their interests in the seaside, farms and even outer space.
- Teaching is of a good quality. Skilful storytelling at the start of the school day captures the imaginations of children. Their desire to learn new things continues throughout the day. The inspector observed pupils writing the letter 'l' in foam in the afternoon. This was then followed by 'igh.' A teaching assistant asked pupils to think of a word with 'igh' in and then the letter 'h' was added in front of the word to make 'high.' This demonstrated the impact of the phonics session earlier in the day and the good understanding of pupils. Very occasionally, adults can be a little premature in questioning and thereby interrupt when children are developing their imaginations and finding out things for themselves.
- Good teaching results in children being supported to make good progress, particularly with their personal and social development, their understanding of the world, speaking and listening, writing and use of number. The proportions reaching a good level of development are consistently higher than the national average. All children are well prepared for learning in Key Stage 1, whether they are supported by additional funding, have a disability or special educational need or are the most able.

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

Unique reference number	112404
Local authority	Cumbria
Inspection number	462338

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	125
Appropriate authority	The governing body
Chair	Graham Wolstencroft
Headteacher	Mark Ashton
Date of previous school inspection	3 July 2013
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