

Worsley Bridge Primary School

Brackley Road, Beckenham, BR3 1RF

Inspection dates 9–10 October 2014

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

Summary of key findings for parents and pupils

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

- Pupils' achievement is not as good as it was at the time of the previous inspection.
- In the national tests at the end of Year 6 in 2014, attainment and progress in writing fell below the standards reached in 2013.
- Rates of progress in other year groups in Key Stage 2 are much lower in writing than they are in reading and mathematics.
- The linking of sounds to letters (phonics) is not taught as effectively in Key Stage 1 as it is in Reception and this slows pupils' progress.
- Teaching is not consistently good in all year groups. Teachers sometimes set work that is too easy for the most-able pupils.
- Books are regularly marked but pupils are not consistently following, in all classes, the advice that they are given about steps to improve their work.
- Teachers' feedback about pupils' writing in subjects other than English is not consistently linked to their literacy targets.
- Leaders and managers understand the need to improve achievement but have not secured sustained improvement. This is because teachers have not always had high expectations of what pupils can achieve, particularly in writing.

The school has the following strengths:

- Behaviour is good. Pupils enjoy school and their families are confident that they are looked after well and feel safe.
- Progress in the current Years 5 and 6 is good in mathematics because teaching has been reorganised and is now effective.
- All Year 6 pupils made good progress in mathematics in 2014 and some pupils attained the highest possible level.
- Opportunities for spiritual, moral, social and cultural development are strong. As a result, pupils are well prepared for life in modern Britain and develop as well-rounded individuals.
- School governors are very energetic in supporting the school's work and actively promote British values of democracy by engaging with the school council.
- The early years provision is good. Children get off to a good start in the Reception classes because good teaching supports rapid understanding of phonics.

Information about this inspection

- The inspectors observed 16 lessons or parts of lessons taught by 12 teachers. In addition, they observed pupils' activities at breakfast club, break and lunchtimes, and an assembly.
- One lesson was observed jointly with the headteacher, who accompanied an inspector on an additional short visit to classrooms to look at the quality of pupils' writing.
- Meetings were held with groups of pupils, representatives of the governing body, and senior and middle leaders. Discussions took place between an inspector and a representative from the local authority.
- The inspectors took account of the 49 responses to the Ofsted online questionnaire (Parent View) as well as informal discussions with parents and carers. The views of the staff were taken into account through meetings and consideration of the 20 responses to staff questionnaires.
- The inspectors listened to pupils read and discussed their choice of reading books.
- The school's own attainment records for the current year, as well as previous academic years, were scrutinised in addition to published information on pupils' achievement. Planning documents were also examined.
- Records relating to pupils' safety and welfare including behaviour logs and attendance records were scrutinised.

Inspection team

Patricia MacLachlan, Lead inspector	Additional Inspector
Susan Hillman	Additional Inspector
Michael Elson	Additional Inspector

Full report

Information about this school

- The school is an average-sized primary school.
- The proportion of pupils eligible for support from the pupil premium (extra money provided by the government for disadvantaged pupils who are eligible for free school meals and for looked after children) is above the national average. About four in 10 pupils are supported by this additional funding.
- The largest ethnic groups of pupils are of White British and Other White backgrounds. A high proportion of pupils are from minority ethnic groups; the largest groups are from African and Caribbean heritages.
- The proportion of pupils speaking English as an additional language is above the national average.
- The proportion of disabled pupils and those who have special educational needs supported at school action, about one in eight pupils, is above the national average. The proportion of pupils who are supported at school action plus or with a statement of special educational needs is in line with the national average. About one in 14 pupils receives this support.
- In the most recent year for which national figures are available, the school met the government's floor standards, which set the minimum expectations for pupils' attainment in reading, writing and mathematics.
- Since its last inspection, the school's status has changed from a junior to a primary school. The school has recently expanded to include two Reception and two Year 1 classes with plans to add two Year 2 classes in September 2015. All pupils attend on a full-time basis.

What does the school need to do to improve further?

- Improve teaching by:
 - ensuring that teachers and teaching assistants check pupils' understanding so that all groups of pupils make good progress
 - developing consistent approaches to marking across the whole school so that pupils know how to improve their work in all subjects
 - training staff to develop their skills in matching activities to pupils' needs.
- Improve pupils' progress in writing by:
 - ensuring that all teachers adopt a consistent approach to teaching writing
 - making sure that phonics is taught more rigorously in Key Stage 1.
- Improve leadership of teaching by:
 - training all staff to set high expectations for speaking and writing in all subjects, by demanding richer vocabulary and, more detailed answers
 - enlisting middle leaders in making frequent checks to ensure that the writing policy is being followed consistently across the whole school.

Inspection judgements

The leadership and management

requires improvement

- Leadership and management require improvement because pupils are not making consistently good progress in all areas of their work, particularly in writing. Since the previous inspection, pupils' attainment has declined in writing. During that time, leaders and managers were not sufficiently effective in ensuring good achievement.
- A galvanised governing body and extended senior leadership team have begun to improve the school, particularly in the Early Years Foundation Stage, in a relatively short space of time. Nonetheless, pupils' progress remains uneven across different classes and some aspects of teaching require improvement.
- Subject and phase leaders are involved in training staff and checking pupils' progress in their respective areas but this has had a more rapid and effective impact on mathematics than on writing.
- Staff performance is managed systematically and the headteacher only recommends pay rises if teachers enable pupils to make good progress. The headteacher has not shied away from difficult conversations and underperformance has been tackled effectively.
- The school's improvement plan shows that leaders have accurately identified the areas requiring development. New systems for teaching writing are being introduced. It is however too early to judge the impact of these innovations but the staff are supportive of the drive for improvement.
- School leaders are making more effective use of additional funding to improve the achievement of disadvantaged pupils, with the most marked impact being in upper Key Stage 2.
- Strong spiritual, moral, social and cultural development is planned in the subjects and activities offered to pupils. Pupils benefit from the time given for spiritual reflection in assemblies. They express moral viewpoints in their discussions and by acting as monitors who help the younger children. Pupils are helped to understand British democratic values because the school council reports regularly to the governing body and is involved in planning improvements, for example, to the playground facilities. The curriculum widens pupils' cultural horizons with, for example, a Spanish week to enhance their foreign language learning. Festivals such as Diwali and Chinese New Year are observed in addition to regular visits to the local church. Speakers of languages other than English contribute to displays using their home languages, and participation in choral performances in local homes for the elderly builds pupils' social confidence.
- Safeguarding systems meet statutory requirements and policies are reviewed regularly. Leaders promote equality and tackle any potential discrimination effectively.
- The additional government sports funding has been used to improve pupils' experience by hiring specialist sports coaches to teach their physical education lessons. Teachers have been trained to improve their confidence to run after-school clubs. A wider range of extra-curricular activities is consequently available to pupils to improve their health and their enjoyment of sport.
- The local authority assists the school well by providing training to improve teaching and assessment.
- **The governance of the school:**
 - Members of the governing body know the standards of achievement and teaching in the school. This is because governors are now asking more challenging questions about pupils' performance. The governing body has improved its effectiveness by working with national bodies to organise a focused training programme. Governors have an accurate understanding of how pupils are performing compared with national standards because they use the published data to compare pupils' performance. They make systematic and regular visits to the school to make sure that reported improvements are taking place. Governors understand the link between teachers' pay increases and pupils' progress. Governors are aware of what support has been provided to improve teaching and if there has been any underperformance. Checks are made that the pupil premium funds are spent on the intended groups and governors hold school leaders to account for the impact of the expenditure on pupils' performance. Governors ensure that safeguarding arrangements meet requirements. The budget is carefully managed to support the school improvement plan.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Their attitudes to learning are positive as a result of the encouragement and support they receive from teachers and other adults. Pupils respond enthusiastically to the school's reward system and are proud of certificates awarded for good behaviour.
- Pupils work cooperatively with each other in lessons. Behaviour is good, rather than outstanding, because it is not exemplary across the school. Occasionally pupils' attention can wander and noise levels rise if adults have not set a lively pace for activities.
- Pupils behave very well outside classrooms, for example when working with adult helpers. Older pupils take responsibility as trained monitors in the dining room and playground to help others to behave sensibly and safely.
- Pupils take great pride in their well-equipped playground and they appreciate the way that their constructive suggestions to the school council about use of the climbing frame were taken seriously.
- Typically, pupils conduct themselves well around the school. This is because all staff set high expectations of behaviour. Positive values are emphasised in assemblies and pupils quickly respond to this. For example, a pupil at Breakfast Club, where good manners were very evident, remarked, 'I like to see everybody happy and smiling.'
- The absence rates for those pupils who find it difficult to attend school regularly have declined sharply over the last year. This is because of more effective checking and insistent following up of absences with parents and carers. Attendance last year was slightly above the national average. Exclusions, which were used in the past, have not been resorted to this year because the management of behaviour is increasingly effective. The school's work to keep pupils safe and secure is good. Pupils feel well looked after by the adults around them and speak appreciatively of the way that they would be happy to recommend the school to a friend.
- Pupils have a good awareness of personal safety, including using the internet, because it is explained well in lessons.
- Pupils understand what bullying means and they say that although it does occur, staff can be relied upon to help them to overcome any disagreements quickly. This is borne out by school records that show decreasing numbers of bullying incidents over the past two years.
- The majority of the parents and carers who responded to Parent View believe that the school provides a safe and caring environment.
- Pupils enjoy coming to school and are very pleased with the activities provided for them.

The quality of teaching requires improvement

- Teaching requires improvement because until recently, it has not promoted consistently good progress, especially in writing.. as
- The school's own evaluation of the quality of teaching shows that over time, it has not been good enough to help pupils make better progress. The quality of teaching has now improved as a result of senior leaders and managers maintaining a sharper focus on training programmes to but pupils are not yet making sustained progress in all years and subjects.
- Marking is frequent and teachers make helpful comments on pupils' work. However, teachers' advice about how to correct and improve work is not always precise enough. Detailed comments by teachers about what pupils should do next to improve their work are not always followed systematically because the 'purple polishing pen' system of editing is new to pupils.
- Teachers do not consistently use the same detailed approach to marking pupils' writing in subjects other than English. They do not set the same expectations for extended writing and as a result, progress sometimes slows.
- Tasks in mathematics, on the other hand, are designed to challenge the pupils' thinking and to stimulate discussion about how to solve problems.
- When teachers plan activities for pupils with different levels of attainment and set high expectations, then all pupils make progress. For example, in a Year 5 activity on persuasive writing, pupils' enthusiasm was stimulated by the opportunity to persuade their classmates when taking part in a debate about the ivory trade. The teacher asked well-focused questions to encourage individuals to express themselves in more detail in their subsequent written work. However, not all teachers are effective enough in promoting better writing.

- Pupils who find the work difficult benefit from skilful support in class which helps them make similar ofr better progress to their peers in the school. The pupils who are capable of attaining higher levels are set extension challenges but these are not always hard enough. most-able pupils told inspectors, for example, that they would like more difficult homework.
- Reading is encouraged across all year groups. Leaders have provided well-equipped reading areas to help pupils select books for reading sessions in school and at home. Pupils' reading is then checked by parents and carers and teachers in detailed record books. Nonetheless, the strong start made in Reception classes on linking sounds to letters (phonics) is not currently being built upon sufficiently in Key Stage 1 and this slows the younger pupils' progress

The achievement of pupils

requires improvement

- Pupils' achievement is not as good as it was at the time of the previous inspection. In tests at the end of Year 6 in 2014, attainment and progress in writing fell well below the standards of the preceding year.
- The school's own records show that rates of progress in other Key Stage 2 year groups are much lower in writing than they are in reading and mathematics. This is because recent changes to the school's approach to teaching writing have not yet made a consistent impact on pupils' achievement.
- Systems for ensuring that teachers' assessments are accurate have been strengthened this year to make sure that these are accurate. Progress information on all pupils is now checked regularly by class teachers.
- The most-able pupils, in upper Key Stage 2 year groups, are now making better progress; they are ahead of other pupils in their class, especially in mathematics. However, this is a recent improvement, and there is not enough emphasis on giving challenging work to the most-able pupils in the younger age groups, and in a range of subjects, to help them attain the highest levels.
- School records for Years 5 and 6 show that disabled pupils and those who have special educational needs are making the same or even better progress as their classmates. Pupils from different minority ethnic groups make equally sound progress as do those who speak English as an additional language. This is because well-focused training has been given to staff who support small groups.
- Additional government funding is used effectively to run small-group activities for disadvantaged pupils in reading, writing and mathematics. In 2013, the latest year for which national comparisons can be made, the disadvantaged pupils had eliminated the gap between their attainment and that of their classmates in mathematics by the end of Key Stage 2. They were about one month ahead of their peers in writing and less than three months behind in reading and grammar. However, these pupils were about three months behind disadvantaged pupils nationally in all four areas. In 2014, the gap between the disadvantaged pupils and their classmates widened to eight months in reading and writing and a year in mathematics. School records show that the position is improving, however, for the current Years 5 and 6 pupils because gaps between the attainment of disadvantaged pupils and their classmates have either narrowed or disappeared.

The early years provision

is good

- Leadership and management of the early years provision are good because teaching and support for children are effective.
- Parents and carers are encouraged to help their children to learn by joining learning workshops and contributing to learning journals.
- Children behave well and quickly get used to the routines established by staff who skilfully defuse any minor disagreements.
- Children joined the Reception classes in 2013 with skills that were generally a little below the levels typical of four-year-olds. As a result of good teaching, an above-average proportion achieved a good level of development by the end of the Reception Year and were well prepared to begin Year 1.
- The Reception class provides a safe, secure and stimulating environment for children. Staff help children to make good progress though a wide range of interesting activities. Teachers use questioning effectively to help children develop their reasoning skills and their confidence in expressing themselves clearly. The linking of sounds to letters is well taught and enables children to make good progress in reading.

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	101596
Local authority	Bromley
Inspection number	447786

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	309
Appropriate authority	The governing body
Chair	Susan Anderson OBE
Headteacher	Jacqueline Pike
Date of previous school inspection	10–11 January 2013
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