

# Inspection of Friday Bridge Community Primary School

Maltmas Drove, Friday Bridge, Wisbech, Cambridgeshire PE14 0HW

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Inspection dates: 27 and 28 April 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Requires improvement

## **What is it like to attend this school?**

Pupils are happy and want to do their best. Pupils respond positively to the high expectations that staff have of them because they know that staff will support and care for them. Pupils trust staff and know that staff will help them if they have any worries or concerns.

Pupils feel safe and comment that there is very little bullying. When it does occur, staff deal with it quickly. Children in the early years understand and willingly follow the school rules and routines. This ensures they become settled and learn well.

Pupils enjoy learning about the wider world beyond their local community. There are many opportunities for them to read and learn about different cultures. Pupils are encouraged to consider their aspirations and to work hard to achieve well.

Pupils play well together at breaktimes and lunchtimes. They include others in their games. Pupils listen carefully to one another's views and appreciate how each person is unique. There are many opportunities for pupils to play an active role, such as being a monitor in class. Pupils grow in confidence and become resilient. Pupils are proud to be valued members of the school community. Parents are positive about how well adults know their children.

## **What does the school do well and what does it need to do better?**

Leaders have created a well-organised and ambitious curriculum that sets out clearly what pupils should learn and when. The well-designed curriculum introduces pupils to ambitious vocabulary and topics. Teachers help pupils to use vocabulary correctly by making clear links between different subjects. This helps pupils to deepen their knowledge and understanding from what they have learned before.

Leaders promote a love of reading. Children in Reception begin to learn to read right from the start. Staff are well-trained and confident in teaching phonics. They ensure that pupils use their knowledge of sounds well to become accurate and fluent readers. Less confident readers receive the extra help they need so they can catch up. Teachers read regularly to their class and choose books to inspire pupils. This helps pupils to understand the world they live in.

Children in the early years get off to a strong start. Leaders plan what children will learn across all areas of learning. Adults ensure that children are prepared with the knowledge and skills they need. This ranges from using early mathematical language to learning how to take turns. Staff are skilful when helping children to develop their thinking and language skills. Routines and expectations are well established. Children know what is expected of them. Resources in the classroom have been chosen carefully to support the ambitious curriculum. However, there is more work to be done for leaders to ensure that the effective use of the outdoor provision is equally as strong.

Pupils with special educational needs and/or disabilities (SEND) are well supported. Pupils' needs are identified accurately. The school's special educational needs and/or disabilities coordinator works with teachers, parents and external partners to create plans that help pupils to learn successfully. There are efficient systems in place. These systems together with the effective support from well-trained staff mean that pupils with SEND achieve well.

Some subject leaders are new to their role. Leaders are providing training so that these subject leaders develop the skills to undertake their roles successfully. Currently, some subject leaders do not check that their subject is being taught effectively or that all pupils are achieving well.

Positive relationships sit at the heart of behaviour management. Staff have high expectations of pupils' learning and their behaviour. Staff maintain clear and consistent expectations. They also have a detailed knowledge of individual pupils' needs and what will work best.

Leaders carefully consider opportunities to ensure pupils' personal development. Many of these focus on developing pupils' confidence and involving them in decision-making. There are opportunities for children to develop their understanding of democracy.

Governors are well informed. Leaders provide them with detailed information about the impact of actions taken to improve the quality of education. Governors ask thoughtful questions of a range of leaders to assure themselves that the information they receive is accurate. Leaders consider staff workload when making decisions.

## **Safeguarding**

The arrangements for safeguarding are effective.

The school takes safeguarding very seriously. Leaders make sure that all staff and governors receive regular and high-quality training. Staff raise concerns appropriately so that leaders can arrange the right support for vulnerable pupils and their families. Leaders liaise effectively with external agencies to ensure that pupils are kept safe.

Staff have created a safe place for pupils to learn. Pupils are taught how to keep themselves safe, including when online.

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

### **(Information for the school and appropriate authority)**

- Some subject leaders are new to their roles. They have not had sufficient training and support to check the quality of the provision in their area of responsibility.

Leaders should ensure that these staff receive the additional training and support required to monitor the quality of what pupils are taught in their subjects.

- In early years, leaders have not ensured that the curriculum is designed as well in the outdoor environment as in the classroom. Resources have not been as carefully selected to support children's needs. Leaders should implement their improvement plans so children have more opportunity to learn effectively when learning outside.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	110633
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10227317
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	96
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Leonard Veenendaal
<b>Headteacher/Principal/Teacher in charge</b>	Michael Elliott
<b>Website</b>	<a href="http://www.fridaybridge.cambs.sch.uk">www.fridaybridge.cambs.sch.uk</a>
<b>Dates of previous inspection</b>	3 and 4 July 2018, under section 5 of the Education Act 2005

## Information about this school

- There have been significant changes to the senior leadership. The substantive headteacher in place at the time of the last inspection left the school in December 2021. Following a period of interim headship, a new substantive headteacher commenced employment in April 2022.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors carried out deep dives in these subjects: reading, mathematics, science and history. For each deep dive, inspectors spoke with subject leaders, visited a sample of lessons, spoke with teachers, spoke with some pupils and evaluated samples of pupils' work.

- Inspectors also spoke to leaders about the curriculum in some other subjects.
- Inspectors held meetings with the headteacher, assistant headteacher, early years lead, and staff who oversee the provision for pupils with SEND. Meetings were held with governors, including the chair of governors, and a representative from the local authority.
- The lead inspector reviewed a range of school documentation and policies, including records of governors' meetings and information relating to pupils' attendance and behaviour.
- To inspect safeguarding, inspectors met the designated safeguarding lead, the deputy safeguarding lead, teachers, support staff and pupils. Inspectors scrutinised the single central record of recruitment and vetting checks.
- Inspectors spent time observing and speaking to pupils, including at breaktimes and lunchtime. There were no responses to Ofsted's pupils' survey.
- Inspectors gathered parents' views by speaking to several of them at the end of the school day. They reviewed the 12 responses and free-text responses submitted to the online survey, Ofsted Parent View.
- Inspectors gathered staff members' views by speaking to several of them. Inspectors considered the few responses to Ofsted's survey for staff.

### **Inspection team**

Simon Eardley, lead inspector

Ofsted Inspector

Linda Allison

Ofsted Inspector

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