

Bridgetown Primary School

Inspection report

Unique Reference Number	125526
Local Authority	Warwickshire
Inspection number	340788
Inspection dates	5–6 October 2010
Reporting inspector	Paul Weston HMI

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	311
Appropriate authority	The governing body
Chair	Andrew Dudley
Headteacher	Stephen Blackman
Date of previous school inspection	13 December 2006
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors visited 18 lessons and observed 13 teachers. They held meetings with representatives of the governing body, staff and groups of pupils. They observed the school's work and looked at safeguarding procedures. The inspection team considered a range of documentation including pupils' work, school policies, monitoring records, school development plans and various minutes and documents including the School Improvement Partner report. Responses to questionnaires from 150 parents and carers, 146 pupils and 29 staff were received and considered.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- How well all groups of pupils make progress from Year 1 to Year 6.
- How successfully work is matched to pupils' differing needs and what opportunities are provided for them to develop their skills as independent learners.
- What part the curriculum plays in helping pupils to enjoy and achieve in their learning.
- How effectively leaders and managers at all levels monitor and evaluate the impact of school improvement strategies and how well the outcomes are used to plan for further improvement.

Information about the school

Bridgetown is larger than the average primary school. Most pupils are White British and there are more boys than girls. A very small minority are from ethnic minority groups with very few in the early stages of learning English as an additional language. The proportion of pupils known to be eligible for free school meals is below the national average. The percentage of pupils with special educational needs and/or disabilities, including those with statements is broadly similar to that found nationally. The school has received a cluster of awards in recent years including Artsmark, Activemark, ECO Schools silver, ICT mark, International Schools Award (foundation level), Financial Management in Schools and National Healthy School status.

Close links are maintained with The Bridge private pre-school setting and the Denim independent after-school club, both of which are located on the school site. These are subject to a separate 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

Bridgetown provides a satisfactory education for its pupils. The school provides good care, guidance and support and effectively meets the needs of the most vulnerable. All the adults work hard and show high levels of commitment in promoting pupils' well-being. The school is a happy place and pupils work and play well together. They enjoy learning and most show positive attitudes in lessons. They feel safe in school and know that adults will listen carefully to them when they have a problem. There are good links with parents and carers, who are supportive of what the school provides. One parent said, 'We have been delighted with the education and care both our children have received at Bridgetown school.'

Children enter Reception with skills that are broadly expected for their age. This is lower than at the time of the last inspection. They make a good start. Consequently, when they enter Year 1, their attainment is above average in most areas of learning. The school's data and scrutiny of books from last year shows that the majority of pupils made satisfactory progress. Over the past three years, the rate of progress has been consistently satisfactory although it is improving gradually. A number of strategies have recently been implemented to quicken the pace of learning. Although these are having a positive impact on teaching, they have not been in place long enough to demonstrate that the necessary improvements have been secured over time. In lessons observed during the inspection, a range of teaching was seen. The overall quality is good. The large majority of teaching is interesting and motivational for pupils but there are inconsistencies. For instance, a small minority of teaching lacks pace and challenge, there is an overuse of worksheets in some classes and a few teachers do not have sufficiently high expectations of what pupils can achieve.

Senior leaders have a broad understanding of the school's strengths and areas for development, but they have too rosy a view of some aspects of the school's performance. Their success in influencing improvement has been variable. Monitoring and evaluation of the school's work is not happening systematically enough to bring about sustained improvement in teaching and learning. Work initiated recently has begun to identify more precisely where improvement is needed. For instance, leaders have streamlined the school development plan by reducing the number of focus areas. Even so, too many priorities are still programmed. In addition, the proposed actions do not focus sharply enough on teaching and the impact this is having on learning. The school has close and productive links with the local community. However, school leaders do not promote community cohesion adequately. They have not audited the school nor do they have a set of plans which indicates how they will increase pupils' knowledge and understanding of communities beyond their own.

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The recent implementation of tracking and assessment systems, improvements in planning and delivering the curriculum and pupils' eagerness to learn in lessons demonstrates that the school has satisfactory capacity for improvement. The school provides satisfactory value for money.

What does the school need to do to improve further?

- Ensure appropriate actions are taken to promote community cohesion within the school.
- Increase the rate of progress made by pupils in reading, writing and mathematics so that 80% make good or better progress each academic year by ensuring that:
 - the quality and consistency of all teaching is strengthened to ensure pace, rigour and challenge for pupils of all abilities in every lesson
 - teachers have high expectations of pupils' engagement in tasks and work rate and that they communicate these clearly to pupils in lessons
 - teachers reduce the number of worksheets, especially for higher attaining pupils in order to increase challenge and develop skills of independence.
- Increase the effectiveness of the school's leaders and the governing body in driving through school improvement by ensuring that:
 - the school development plan identifies a small number of school improvement priorities, indicates precisely what steps are to be taken and identifies precisely how impact can be measured
 - the quality of teaching is monitored more precisely and focuses sharply on pupils' learning, and that findings are used to target staff development and training.
- Up to 40% of the schools 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

By the end of Year 6, attainment is well above average in English and mathematics. It is consistently higher in reading than other areas. However, the school's own data and scrutiny of work from the previous year show that the majority of pupils make satisfactory progress. Almost all of those pupils who are assessed at the higher Level 3 at the end of Key Stage 1 attain Level 5 by the end of Key Stage 2. However, too few average-attaining pupils make sufficient improvement during Key Stage 2 to attain at the higher levels. Recent strategies implemented to address this have yet to bear fruit.

Pupils follow good, well-established systems in classrooms which encourage their independence and organisational skills. This has a good impact on their learning. They also have positive attitudes in lessons and when actively engaged in an activity or discussion, their learning accelerates. This was the case in a Year 3/4 literacy lesson. Thorough planning matched tasks well to pupils' differing needs. Interesting links were made to the history theme and an imaginative range of activities such as 'hot seating' generated enthusiasm and enjoyment. These, combined with good use of self assessment and checklists, led to excellent learning and ensured all groups made rapid progress.

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When pupils of all abilities are expected to work together at the same task or when pupils are not actively engaged, then the pace of learning slows. Pupils with special educational needs and/or disabilities, and those in the early stages of learning English as an additional language are given additional support which is effective in enabling them to make satisfactory progress.

Relationships between adults and pupils are good and help pupils feel secure in a safe environment. Behaviour of pupils is good because they respond well to the readily available praise and encouragement from staff. Although a few pupils exhibit challenging behaviour, they are generally well managed. Consequently, this does not prevent other pupils from learning. The extent to which pupils adopt healthy lifestyles is good. Pupils achieved an Activemark by understanding the benefits and readily engaging in physical exercise. The school has also achieved Healthy School status. Pupils are willing to take on responsibilities and play a constructive role in organising charity fund-raising events. Pupils develop a wide range of good skills for the future. Leadership skills are promoted through the many interactions with younger children. Although moral and social development is good, opportunities for spiritual reflection are developed less well. Pupils are provided with opportunities to find out about different cultures, but their appreciation and understanding of these is limited.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	1
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	3
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	2
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	2
The extent of pupils' spiritual, moral, social and cultural development	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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How effective is the provision?

The good teaching observed during the inspection is helping pupils to make more rapid gains in their learning. Thorough preparation, detailed planning and good classroom organisation are clearly evident. Work is generally well matched to the needs of pupils because assessment information is increasingly being used to plan relevant and progressively challenging tasks. Teachers are beginning to use tracking data to intervene more quickly with those at risk of falling behind. A good variety of assessment strategies are evident and these are helping pupils know how well they are doing and what they need to do next to improve. Despite this, there remains some unevenness as pupils move through the school which slows down their progress. Occasionally, teachers talk for too long which prevents pupils from getting on with their work. Sometimes, questioning does not challenge pupils' thinking. Also, a few teachers rely too heavily on worksheets or writing frames as a method of recording. Whilst these can be helpful for some pupils, they stifle opportunities and challenge for the higher-attaining pupils to develop their skills of independence. There is also some inconsistency in marking and the setting of homework.

The curriculum is well organised and there are plentiful opportunities for pupils to broaden their experiences with a range of trips, visits and visitors. These play a good part in helping pupils achieve and enjoy their learning. Cross-curricular links are developing. Increasingly literacy, numeracy and information and communication technology skills are being used in other lessons. The school has established a number of partnerships and links which enhance pupils' experiences memorably. For example, the strong link with the Royal Shakespeare Company has enabled the pupils to work with specialist practitioners. This has increased pupils' skills and understanding in the area of singing, drama and dance. The highlight was the performance of Twelfth Night at The Courtyard Theatre in Stratford. Pupils also speak highly of the wide range of out-of-school clubs which are attended by many pupils.

Pastoral care is strong and pupils say they know who to turn to if they have any concerns or problems. A good programme of intervention and support has been established for those pupils at risk of becoming vulnerable, and their families. These help increase pupils' confidence and raise their self-esteem. The school has been particularly successful in helping some pupils overcome significant barriers to their learning. For example, good provision is made for those pupils with physical needs to develop their motor skills. Good induction, transition and transfer arrangements are in place. The 'Mopolopolis' transition work is particularly successful. Effective personal health and safety guidance is provided for pupils which ensures their needs are well met. However, there are some inconsistencies in provision. For instance, although 'worry boxes' are present in some classes, they are not available in others.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
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 have recently implemented a range of monitoring and evaluation activities. These include termly meetings to discuss the rates of progress being made by pupils and paired observation of teaching and learning by subject leaders. These activities, though promising, are relatively new and have had insufficient time to impact fully. The governing body is interested in the work of the school and is totally committed to its further improvement. However, they are too reliant of the headteacher and staff for information. Governors recognise this and have plans for each member to visit the school during the day to gain a first hand appreciation and understanding of its work.

Safeguarding procedures at the time of the inspection were satisfactorily met and arrangements are suitably reviewed. The school is inclusive, seeking always to treat all pupils fairly and equitably. However, the progress of all pupils is not even throughout the school. Links with parents are good, with many coming into school to attend a variety of different events and the workshops offered to them. The school's website is informative. Partnerships with a range of agencies and neighbouring schools are also promoted well. The school has good links with its own community. However, the effectiveness with which the school promotes community cohesion is inadequate because planned opportunities for pupils to benefit from work with communities outside the local area are not currently in place.

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Please turn to the glossary for a description of the grades and inspection terms

These are the grades for leadership and management

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	4
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Teaching is never less than good, with some that is outstanding. This combined with good provision helps children to learn well. As a result, they enter Year 1 with attainment that is above average in most areas of learning. It is lower in writing, which is average. Children settle quickly, are very happy and relate well to adults and their peers. They show good levels of concentration. A good balance of activities is provided, many of them stimulating and imaginative which promotes interest and enjoyment. Personal, social and emotional development is particularly strong because good opportunities are provided for children to gain independence. Active learning is well fostered, particularly in the outdoor environment.

The key worker system effectively promotes learning and welfare. Planning and assessment systems are excellent. In particular, good use is made of children's own interests in learning journey folders. Good teamwork and a common sense of purpose are evident throughout the Foundation Stage. Although adults have a strong commitment to evaluation and ongoing improvement, monitoring is in the early stages of development. Excellent links with parents enable them to play a full part in their child's learning. One parent wrote 'parent information evenings to explain teaching and learning have been excellent' and another commented 'the school has made the transfer into Reception an easy and enjoyable process for children and parents alike.' Strong contacts have been established with the on-site pre-school and other settings. Some minor statutory requirement breaches were identified during the inspection, but addressed swiftly and satisfactorily.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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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 response rate from parents and carers was above average. Most parents are happy with their child's experience at the school. Almost all say that their child enjoys school and most say that the school keeps their child safe and healthy. A typical comment is 'I feel that Bridgetown school is a wonderful environment and my child can't wait to go to school each day.' A very small minority feel that their child is not making enough progress or that the school does not meet their child's particular needs. Inspectors found that there was some variability in progress across the school but it is improving. A few also felt that the school does not deal effectively with unacceptable behaviour. Although a small number of pupils exhibit challenging behaviour in the school, inspectors found that these were well managed and dealt with appropriately, both in and out of lessons.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bridgetown 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 150 completed questionnaires by the end of the on-site inspection. In total, there are 311 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	82	55	65	43	3	2	0	0
The school keeps my child safe	85	57	60	40	3	2	0	0
My school informs me about my child's progress	55	37	77	51	10	7	1	1
My child is making enough progress at this school	56	37	75	50	13	9	2	1
The teaching is good at this school	81	54	61	41	5	3	0	0
The school helps me to support my child's learning	75	50	64	43	9	6	0	0
The school helps my child to have a healthy lifestyle	74	49	69	46	4	3	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)	52	35	70	47	8	5	1	1
The school meets my child's particular needs	60	40	64	43	15	10	1	1
The school deals effectively with unacceptable behaviour	38	25	78	52	16	11	3	2
The school takes account of my suggestions and concerns	56	37	70	47	11	7	2	1
The school is led and managed effectively	64	43	69	46	7	5	2	1
Overall, I am happy with my child's experience at this school	85	57	54	36	8	5	1	1

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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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 pupils' 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.



7 October 2010

Dear Pupils

Inspection of Bridgetown Primary School, Stratford-upon-Avon, CV37 7JP

Thank you for making us so welcome when we visited your school. We enjoyed talking to you and looking at your work. We were very impressed by how friendly and helpful you are.

Here are some of the important things we found out.

You feel safe in school and adults will always help if you are worried.

Your behaviour is good overall and, during our lesson observations, we saw how you all willingly help each other, and are keen to share ideas.

You know how to lead a healthy lifestyle and enjoy taking part in the many sporting activities that are available.

Your teachers are trying hard to make the curriculum more interesting so you are getting lots of opportunities for different exciting experiences. I really hope you enjoy your visit from Michael Rosen.

By the time you leave in Year 6 you attain well above average standards. You are particularly good at reading.

Although the school does a number of things well, there are some areas which we think can be improved. These will help you to do even better. Your headteacher agrees and so we have asked for the following things to happen.

School leaders need to plan for you to find out more about different communities both within the United Kingdom and abroad, then check out how this has increased your understanding of different faiths and cultures.

Make sure that more of you make good progress.

Your headteacher, other leaders and members of the governing need to check often that you are all making the progress you should.

Thank you again for answering our questions and helping with the inspection.

Yours sincerely

Paul Weston

Her Majesty's Inspector

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