

# Three Bridges Primary School

## Inspection report

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<b>Unique Reference Number</b>	101911
<b>Local Authority</b>	Ealing
<b>Inspection number</b>	355094
<b>Inspection dates</b>	2–3 March 2011
<b>Reporting inspector</b>	Michael Merchant

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	369
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jasprit Sandhu
<b>Headteacher</b>	Matthew Burdett
<b>Date of previous school inspection</b>	17 October 2007
<b>School address</b>	Melbury Avenue Norwood Green Southall UB2 4HT
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 22 lessons and observed 19 teachers. They held meetings with members of the governing body, staff, senior staff and groups of pupils. They also talked to groups of parents and carers who were present at the start and finish of the school day. Inspectors observed the school's work, and examined its improvement plan, minutes of governing body meetings, data on pupils' progress, records of the monitoring of the quality of teaching and a range of school policies. They also analysed questionnaires received from 101 parents and carers and 82 pupils.

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

- What is the attainment and progress of girls and pupils at risk of achieving less well than they should?
- How well does teaching take account of the needs of different groups of pupils and help all pupils to improve their attainment and progress?
- How well does the school support those pupils who speak English as an additional language and those with particularly low levels of prior attainment?
- How effective are middle leaders and the governing body in monitoring and evaluating achievement and the quality of teaching and learning, and in contributing to school improvement?

## Information about the school

This school is larger than most other primary schools. The very large majority of pupils are from a range of minority ethnic heritages, the largest group being pupils of Black African background. The percentage of pupils who speak English as an additional language is much higher than that typically found. The proportion of pupils who are known to be eligible for free school meals is high. The proportion who have special educational needs and/or disabilities, including those with a statement of special educational needs, is above average. Their needs relate mainly to moderate learning difficulties. The school has a breakfast club on the site as well as a holiday club. The school has several awards, including that of National Healthy School, Artsmark and Activemark awards.

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

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

The key strength of this outstanding and improving school is the exemplary pastoral care that it offers. One pupil reflected the views of many when saying, 'This school is the best. It is a privilege to come here.' Almost all parents and carers are supportive, and even those who have criticisms recognise that their children love coming to school. ♦

By the time pupils leave in Year 6, they are confident, well-rounded young people, ready to play their full part in the world beyond school. Pupils enjoy school and learning greatly and develop well as articulate, courteous and considerate young people, extremely aware of how to lead safe and healthy lives. Attainment at the end of Year 6 is broadly average and this represents outstanding progress given pupils' exceptionally low starting points. Nearly all pupils meet or exceed their challenging targets and the school was in the top 9% of schools, nationally, for value added in 2010. Pupils' average attainment and outstanding progress mean that achievement overall is good. Attainment remains broadly average in English and mathematics because many pupils find long pieces of writing and solving demanding number problems challenging.

Pupils' personal development is excellent because they are encouraged to see their potential and are given the self-confidence to work hard and aim high. The behaviour of pupils in lessons and around the school is impeccable and their application and attitudes towards their learning are excellent. They have a high regard for both their classmates and for the adults who work with them. They were keen to engage inspectors in conversation about their very positive view of school. Adults work together extremely well to ensure that all pupils, whatever their difficulties or disabilities, are able to take full advantage of all that the school has to offer. Pupils' very strong enjoyment of school is reflected in the rapidly improving attendance rate, which is now above average. However, against the strong advice of the school, some parents and carers still take their children away from school for extended periods during term time.

Teaching is outstanding and makes a significant contribution to pupils' impressive rates of progress. Teachers have very good subject knowledge, give clear explanations, plan their lessons very well and expect much of their pupils. Teachers mark books and set targets for improvement thoughtfully and carefully so that pupils are clear as to the next steps in their learning. The exciting curriculum ensures that learning is very meaningful and great fun. It matches pupils' needs extremely well and does much to foster the development of pupils' independent learning skills.

Even though the school already has many outstanding features, staff and the governing body know that there is still more that can be done to lift pupils' attainment and attendance even further. They know exactly what actions to take next as a result of thorough systems of school self-evaluation. In view of the rapid improvements made in

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the last three years, outstanding leadership and management, the excellent teaching and curriculum and exceptionally high levels of care, guidance and support that pupils receive, the school's capacity to improve further is outstanding.

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

- Raise attainment so that most pupils reach above-average levels in English and mathematics by:
  - giving more opportunities to practise extended writing across a range of topics
  - developing pupils' skills at higher-level problem solving in mathematics.
- Work more closely with the few parents and carers whose children do not attend regularly enough to ensure that pupils' overall rate of attendance is 96% or better.
- A realistic time to achieve the improvements above would be March 2012.

## Outcomes for individuals and groups of pupils

**1**

Pupils achieve well academically and make excellent progress because learning is so greatly enjoyable and because they feel so secure in the school's highly supportive and encouraging atmosphere. Children join the Nursery classes with skills and abilities, particularly their language, communication and social skills, that are very low. The work seen by inspectors confirms that pupils, including those new to speaking English as an additional language and those with particularly low levels of prior attainment, are working at broadly the levels expected of them in English and mathematics. Key to this success is the introduction of rigorous procedures for monitoring and evaluating the progress of each pupil towards challenging targets coupled with consistently inspiring teaching. Consequently, the quality of learning in lessons is now at least good and in most it is outstanding. For instance, in an exceptional Year 5 numeracy lesson, all groups of pupils made rapid progress in developing their number skills and really enjoyed the challenge of the task. In an excellent Year 6 literacy lesson, pupils were learning at a blistering pace because of the teacher's exceptionally high expectations of what she wanted them to learn and the fun-filled challenging tasks she set for them. Attainment is sometimes held back because some pupils have difficulty in explaining their ideas when they have read a text, which in turn inhibits their ability to write well at the higher levels and solve higher-level number problems expressed in words.

There is very little difference in the progress made by the various groups of pupils, because the school is very conscious of their individual needs. For example, the work is made interesting for both girls and boys. Pupils with special educational needs and/or disabilities who have moderate learning difficulties, the very high number who speak English as an additional language and pupils with Black African backgrounds make excellent progress because of detailed support plans and timely interventions.

Pupils enthusiastically and knowledgeably explain the value of adopting healthy lifestyles and the need for exercise, reflecting the National Healthy School award the school has gained. Pupils have an excellent understanding for their age of how to be safe in the community. The school promotes very well and in many ways pupils' spiritual, moral, social and cultural development. Consequently, they have a highly developed understanding of right and wrong and a deep appreciation and enjoyment of the wonders

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of life around them. They eagerly take advantage of the many opportunities to participate in the community and are very well informed about other people's needs. Pupils develop impressive social and interpersonal skills and relish working collaboratively. This, together with secure and improving standards in the key skills in English and mathematics, mean that they are well prepared for the next stages of their lives.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

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

**How effective is the provision?**

The quality of teaching and the engagement of staff with all pupils and their learning is impressive. Teaching is lively, tasks and concepts are clearly explained and activities are carefully designed to challenge the pupils to learn at a swift pace. Adults ask perceptive questions and these help pupils to think and use more varied vocabulary in their answers. Effective use of 'talking partners', drama, role play and letter and sounds (phonics) activities help pupils make rapid progress in their speaking and writing. The school has set up very thorough systems to check on pupils' progress; these are consistently used to ensure that no pupil falls behind and to set individual next steps for learning. Where teaching very occasionally falls short of outstanding, learning and progress are held back because teachers sometimes talk too much and over-direct the tasks pupils undertake.

One of the most striking features of this successful school is its exciting and well-planned curriculum. It is very well thought out so that pupils from all backgrounds can enjoy learning, achieve well and gain many skills which contribute to their outstanding personal

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development. Subjects are woven together extremely successfully. Classrooms glisten with wonderful displays of art work and computers greatly enhance the quality of learning. Stimulating displays engage pupils' interest and celebrate achievement. Well-supported, creative and educational activities outside the normal school day, including the well-attended breakfast and after-school clubs, make a valuable contribution to pupils' high levels of enjoyment. Care, guidance and support are exemplary in this school. The headteacher, staff and the governing body work inordinately hard to recognise and overcome barriers to learning that a pupil might have and these efforts are highly praised by parents and carers. Support for pupils with special educational needs and/or disabilities and those speaking English as an additional language is especially strong and helps them to achieve very well. Induction programmes are outstanding for those who arrive throughout the year and those starting in the Nursery class. One new pupil said, 'I have been to lots of schools and this one is the best because you can learn more here.'

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</b>
Taking into account: The use of assessment to support learning	1
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The highly effective headteacher, very ably supported by the deputy headteacher, has directed improvement extremely well to improve pupils' educational opportunities. He communicates his high expectations successfully to staff so that all have a shared sense of direction and feel part of a successful team. Leaders check the school's performance rigorously and offer constructive advice and training. In this way, the quality of teaching and learning is still improving. A climate has been created where everyone is working towards making the school even better. Consequently, teamwork is strong, staff morale is high and pupils' progress continues to accelerate. Members of the senior leadership team and the subject leaders fulfil their responsibilities very well. There is no hint of complacency and there is a determination from staff at all levels to sustain and build upon the many gains of recent years.

At the time of the inspection, there was no evidence of any discrimination and the school promotes equality for all pupils vigorously through sophisticated monitoring and exemplary support. Outcomes for all groups of pupils, given their different starting points, are broadly similar, indicating that the school's commitment to equal opportunities is translated into practice.

The effectiveness of the governing body is outstanding. It fulfils all legal requirements, and exceptional use is made of members' professional knowledge and expertise to evaluate the work of the school. They hold it to account in a challenging but supportive manner. New members of the governing body have undertaken extensive training and are

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tackling their responsibilities diligently. All safeguarding arrangements were found to be fully effective at the time of the inspection. Excellent practice in safeguarding and child protection is evident in all areas of the school's work.

In this highly inclusive school, every child matters and individual needs are considered very specifically. The school works extremely well in partnership with external agencies to secure extra support for those pupils who need it. There is a total commitment to the promotion of community cohesion. The principle of human rights is used as a baseline against which all curriculum planning and school developments are audited and policies are written. There is excellent involvement with the local community and a clear recognition that although the school is situated in a predominantly multi-ethnic and multi-faith community, every opportunity is taken to expand the pupils' understanding of the wider world through residential visits, visiting speakers, creative activities and the outstanding curriculum offered.

Given the outcomes for pupils, the school achieves outstanding value for money.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## **Early Years Foundation Stage**

Children settle into the Nursery class quickly, are keen to learn, readily play together and are very well behaved. Staff provide very well for children's welfare. The excellent space for the youngest children is generally used to good effect. It is effectively organised and well resourced, bright, airy, safe and secure. Inside spaces are fresh and clean, with clearly marked labels on drawers and containers so that children can find and put away equipment independently. The outside area offers much opportunity for learning and is used well by adults to help develop children's climbing and clambering skills. The teachers and teaching assistants plan and organise activities well but some activities could be further enriched, such as those for creative role play or writing. Very good records are



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kept of children's achievements, in photographs, notes and samples of their work. However, this information is not always used rigorously enough to ensure that next steps in learning are sharply focused on children's differing needs. The children move into Year 1 working securely towards their early learning goals and this represents good progress in relation to their starting points. The Early Years Foundation Stage leader provides good leadership to her team. She has a very secure understanding of the early years' curriculum and constantly reviews her practice to ensure that all children receive high quality care and support.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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 school and its headteacher clearly enjoy the confidence and support of the parents and carers who returned the questionnaire. A number of individual comments praised the extremely high-quality care, support and guidance given to pupils, particularly to those who have special educational needs and/or disabilities and those new to learning English and the big improvements seen in the school over the last few years. The few criticisms were followed up as inspection trails during the visit. For instance, a small minority of parents and carers raised concerns regarding the help the school gave to pupils to enable them to lead healthy lives. Inspectors found, through discussion with a wide range of pupils and through lesson observations, that most pupils have an excellent understanding of how to stay healthy. A small minority of parents and carers raised concerns regarding the extent to which the school takes account of their views. Inspectors found, through discussion with a range of parents and carers, the governing body and through examination of school policies and other documents, that the views of parents and carers are actively sought and acted upon. The views of the parents and carers interviewed informally at the beginning and end of the school day confirm the positive responses in the questionnaires.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Three Bridges 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 101 completed questionnaires by the end of the on-site inspection. In total, there are 369 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	70	69	27	27	0	0	3	3
The school keeps my child safe	68	67	28	28	1	1	3	3
My school informs me about my child's progress	64	63	34	34	1	1	2	2
My child is making enough progress at this school	49	49	46	46	2	2	3	3
The teaching is good at this school	60	59	34	34	2	2	3	3
The school helps me to support my child's learning	55	54	43	43	0	0	2	2
The school helps my child to have a healthy lifestyle	54	53	40	40	4	4	3	3
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)	42	42	50	50	4	4	3	3
The school meets my child's particular needs	39	39	52	51	4	4	4	4
The school deals effectively with unacceptable behaviour	47	47	44	44	4	4	4	4
The school takes account of my suggestions and concerns	40	40	46	46	6	6	4	4
The school is led and managed effectively	56	55	41	41	0	0	3	3
Overall, I am happy with my child's experience at this school	66	65	32	32	0	0	3	3

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



4 March 2011

Dear Pupils

**Inspection of Three Bridges Primary School, Southall UB2 4HT**

Thank you so much for the very warm welcome you gave the inspection team when we visited your school recently. We enjoyed every minute of our time with you. A special thank you to those pupils who came and talked to us about their work and told us about all the wonderful things you are involved in. Many thanks, also, to those of you who completed questionnaires. Here are some of the really good things we found out about your school.

- Your headteacher and all the staff work very hard to provide you with the best education possible. They take great care of you and want to see you all achieve the best that you possibly can.
- You get off to a good start in the Nursery and you make outstanding progress as you pass through the school. By the time you leave at the end of Year 6, you reach standards in all your subjects that are similar to those in most other schools. This is because your teachers teach you very well and you also work very hard.
- We particularly enjoyed looking at your stunning art work and were very impressed by the way subjects in your curriculum are linked together.
- The very best thing about your school ♦ apart from your excellent behaviour and attitudes to your learning ♦ is that learning is fun and your teachers plan exciting and challenging activities for you.

Even though you go to an outstanding school, your headteacher, the governing body and staff still want your school to get even better. They will be working to make sure that more of you reach above average attainment in English and mathematics in national tests that you take at the end of Year 6 and that the attendance of the few who do not attend regularly gets better.

We know you will continue to do your very best at Three Bridges and we wish you all every success in the future. Thank you once again for making our visit such an interesting and happy experience.

Yours sincerely

Michael Merchant

Lead inspector

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