

# Bridge Hall Primary School

## Inspection report

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<b>Unique Reference Number</b>	106032
<b>Local Authority</b>	Stockport
<b>Inspection number</b>	355875
<b>Inspection dates</b>	10–11 May 2011
<b>Reporting inspector</b>	Shirley Herring

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>	138
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr David Trafford
<b>Headteacher</b>	Mr Martin Spray
<b>Date of previous school inspection</b>	17 March 2008
<b>School address</b>	Siddington Avenue Bridge Hall, Stockport Cheshire SK3 8NR
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## Introduction

This inspection was carried out by two additional inspectors. They observed eight teachers in 11 lessons and had meetings with staff, representatives of the governing body, groups of pupils and a representative from the local authority. They observed the school's work and looked at the school's policies, assessments of pupils' progress, teachers' plans, reports from the School's Improvement Partner and examples of pupils' work. They looked at 46 completed questionnaires returned by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The impact of provision within the school on the rate of improvement in attainment of pupils in mathematics in Key Stage 2.
- The extent to which progress in Key Stage 1 is being sustained.
- Whether the challenging behaviour of a small minority of pupils is having a negative impact on learning.
- The extent to which management actions are leading to improvements in teaching and attendance.

## Information about the school

The school is smaller than average and most pupils are from a White British background. All the classes apart from one contain just one age group. The proportion of pupils known to be eligible for free school meals is well above average. Approximately half of the pupils have special educational needs and/or disabilities, which is much higher than average. The headteacher joined the school in an acting capacity in September 2010. His permanent appointment has recently been confirmed.

**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

This is a satisfactory school. Among its good features are the safeguarding and the care, guidance and support it provides for its pupils, the achievement of pupils with special educational needs and/or disabilities and aspects of pupils' personal development. The school has developed good links with parents and carers and with other partners. Pupils enjoy school and achievement is satisfactory. After two years where attainment had been significantly below average in all aspects at the end of Key Stage 1, standards improved in 2010 and are broadly average in reading, writing and mathematics and pupils are making good progress. This is due to good teaching in Year 2 and the good range of additional strategies to boost basic literacy and numeracy skills. Assessments indicate that this improvement has been maintained for the current Year 2 and pupils in Year 3. Attainment at the end of Key Stage 2 has been slower to improve, particularly in mathematics. However, more targeted support, including booster classes and one-to-one tuition, is having a positive impact. Approximately three quarters of pupils in Year 6 are now working at the level expected for their age in mathematics and attainment is close to average. Attainment in English is low. The decision taken for this year to teach pupils in Year 5 and Year 6 in smaller, single-age classes is helping to address gaps in their previous learning. In 2010, no pupil achieved a Level 5 in English or mathematics, but assessments for the current year indicate a small group of pupils is working at this higher level in both subjects.

Teaching varies between classes. Where teaching is satisfactory rather than good, lessons lack pace and pupils become distracted as they spend too long sitting on the carpet, listening to the teacher. Consequently, they do not get on quickly enough with independent tasks. While there are examples of good quality marking, its impact on improving pupils' learning is inconsistent between classes. There are good systems in place to assess pupils' attainment in classes. However, these systems are not used efficiently to enable senior leaders to check on pupils who are underachieving so that steps can be taken to reduce this. The school is in the early stages of developing a creative curriculum that engages pupils' interest and links subjects together more effectively to improve basic skills of literacy and numeracy.

Pupils have a good understanding of the choices required to stay safe and healthy. Their attendance is low overall, despite constant efforts which have reduced the number of persistent absentees. The school's self-evaluation is accurate and provides a good basis for improvement. The actions taken to improve attainment, coupled with an accurate self-evaluation by the school, demonstrate satisfactory capacity to sustain improvement.

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.

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

- Raise attainment in English and mathematics by:
  - improving the level of challenge for more-able pupils
  - providing consistency in marking so that all pupils know how they can improve their work
  - making greater use of assessment information to track pupils' progress through the school and identify and address any underachievement at an early stage
  - establish clearer links between subjects to provide further opportunities for pupils to use and develop their literacy and numeracy skills.
- Build on the good links with parents and carers to explore further ways to improve attendance.

## Outcomes for individuals and groups of pupils

**3**

Pupils say they enjoy school because adults are helpful and there is a good range of clubs after school. Achievement is satisfactory. Learning is most effective when lessons are interesting and move at a fast pace to keep pupils involved. This was seen in a Year 2 literacy lesson when the teacher sprang a surprise by arranging for two pupils to dress as Horrid Henry and Peter Perfect and answer questions as their characters. Others in the class, eagerly, posed questions and gained a good understanding of their different characteristics as Peter Perfect said he preferred to read dictionaries, while Horrid Henry sneered that he preferred comics. Learning is less effective when pupils become restless as they spend too long sitting on the carpet rather than getting on with their tasks independently. The majority of pupils behave well and participate in lessons. However, a small minority find it difficult to concentrate and this can inhibit their own learning.

Pupils enter the school with a range of skills levels that typically are low for their age. They make satisfactory progress, but attainment at the end of Year 6 has been low for several years, particularly in mathematics. However, assessments for pupils currently in Year 6 and the work in their books show that attainment is now broadly average. The majority are working at the level expected for their age and the proportion of pupils attaining the expectations for their age in mathematics has doubled since the previous year. This improvement is due in part to the positive impact of reorganising the classes and the provision of well-targeted support for Year 6. Pupils with special educational needs and/or disabilities are identified at an early stage. They receive good support in class, in small groups and individually, and they make good progress towards their individual targets. Pupils say they feel safe and are confident to talk to an adult if they have a problem, certain in the knowledge that they will receive help. They have a good understanding of what is needed for a healthy lifestyle and the school has recently gained Healthy School status. Pupils, willingly, take on responsibilities as school councillors and they make a satisfactory contribution to the community, for example, by planting trees in the local area. Despite many efforts to improve attendance, including Beat-the-Bell week and The Breakfast Club, absence is high. However, the work of the learning mentors in reaching out and working with families has resulted in a significant reduction in absenteeism. Pupils learn about different jobs first hand, for example, as chefs and artists. The emergency services visit school and this helps to raise their own aspirations and

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prepare them for the future. Pupils are learning about different faiths and cultures through visits to the local church and by exchanging visits with a local Jewish school.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	4
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	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</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?**

Teaching is satisfactory overall, though several examples of good teaching were observed during the inspection. Teachers manage potentially challenging behaviour well through applying the school's behaviour code consistently. The better lessons move at a fast pace and pupils are engaged fully in their learning. This was seen in a Year 6 mathematics lesson when pupils tried their own ways of identifying all the prime numbers on a 100-square. Teaching is less effective in those lessons where pupils spend too much time as a whole class listening to the teacher before getting on with tasks which are more suited to their own level of understanding. Teachers make good use of practical resources to help pupils to understand and the skills of the teaching assistants are used well to support pupils' learning. Teachers mark pupils' books regularly, but the quality of advice to pupils on how they can improve is inconsistent between classes.

The curriculum is suitably broad and balanced and rightly places great priority on developing basic literacy and numeracy skills. The school uses a wide range of additional strategies to provide for pupils at risk of falling behind. The Reading Recovery scheme has had a positive impact through the school and attainment in reading has improved. The Every Child Counts strategy, which gives one-to-one support for pupils struggling with

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mathematics, has improved numeracy skills in Key Stage 1 and is soon to be deployed in Key Stage 2. Provision for more-able pupils is less developed. The school has made a start on developing a more creative curriculum through 'Super Learning Days', which pupils enjoy. However, planning to link subjects together more effectively is at an early stage. There is a good range of visitors, such as Crocodile Joe, to enhance the curriculum and pupils enjoy the many additional activities available after school.

The care, guidance and support for pupils and their families are at the heart of the school's work. One parent took the trouble to seek out an inspector to say how much difference the school had made in helping her child to improve his speaking skills. Pupils with special educational needs and/or disabilities are identified at a very early stage. They receive good support in school and from a wide range of other professionals where needed, so they make good progress. There are many examples of the school providing for the needs of the pupils who are potentially most vulnerable due to their circumstances, so that they can be fully included. The learning mentors reach out to families to provide a valuable link with school and this has helped to reduce the number of persistent absentees. Nevertheless, despite extensive efforts, attendance remains low overall. The subsidised breakfast club provides a valued start to the day for a large proportion of pupils.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The new headteacher has monitored the work of the school carefully and has a clear picture of what needs to be improved. He is working closely with the senior leadership team to build on existing strengths such as the provision for pupils with special educational needs. The initiatives to improve reading and mathematics have resulted in good improvements in attainment in Key Stage 1. Action to reorganise classes in order to enable Year 6 to be taught as a single-age group has contributed to raising attainment in mathematics this year. This action involved moving key staff, for example, the Early Years Foundation Stage leader moved to upper Key Stage 2 on a temporary basis. The consistent application of the existing behaviour policy is helping to reduce the impact of any challenging behaviour and improve learning. The school tracks pupils' progress from year to year, but the current system is not effective in tracking pupils' progress from term to term. The school is in the process of installing a more useful system.

Parents and carers express great confidence in the school and all it provides. Initiatives such as 'Stay and Play' and 'Sharing Assemblies' have resulted in a greater number of parents and carers coming in to school and contributing to their children's learning. The

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learning mentors help to provide a close link between school and home and encourage parents and carers to join in a variety of workshops, including First Aid, literacy and numeracy.

Members of the governing body are a regular presence in school and are a source of support for the headteacher. They are aware of their responsibilities and all statutory requirements are in place. All systems for safeguarding pupils are in place and the governing body is becoming increasingly involved in the processes involved in it. Staff receive training and regular updates to promote the safety and protection of pupils. The school has developed good links with a range of partners to promote learning and well-being. The local authority provides valuable access to a range of educational consultants and other professionals to enhance the work of the school. Staff from a high school provide valuable expertise to enhance the curriculum in a range of subjects, including music, art and technology.

The school promotes equal opportunities well. It has clear strategies to include all groups of pupils, including the most potentially vulnerable, to help them to make progress both academically and socially. Pupils demonstrate a clear understanding that discrimination is not acceptable. The school promotes community cohesion well within the school and its local community. It is now seeking to develop links with other areas of the country and also further afield.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

**Early Years Foundation Stage**

Children enter the Nursery with a range of skills that overall are much lower than can be expected for their age, particularly in language and social skills. They make satisfactory progress, but, nevertheless, attainment is below the level that could be expected for their age by the time they leave the Reception class. The school, rightly, places a great



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emphasis on children's speaking and listening skills and their personal development and so they make good progress in these aspects. Children show a good awareness of safety as they put on helmets before riding their bikes and learn about healthy eating as they enjoy fruit at snack time. Adults in the Nursery take every opportunity to encourage children to sing, for example naming children and the days of the week in the Welcome Song, and this is encouraging them to speak. Letter sounds are taught systematically and well so children make good progress in sounding out words. However, their understanding of the vocabulary is less well developed. Sometimes, in the Reception class, activities are not sufficiently practical to help children to develop their understanding. Children have access to an interesting outdoor area to enhance their learning. There are good systems for assessing children's progress and children with special educational needs and/or disabilities are identified and supported at an early stage.

All the required procedures for safeguarding children are in place and staff are suitably trained. Staff have a good rapport with parents and carers, who are welcome visitors in school. The weekly Stay and Play sessions in the Nursery are a good introduction to school for parents, carers and children. While the Nursery and Reception classes learn about the same overall topics, teachers plan activities separately. This approach to planning reduces the opportunities for working as a unit and sharing activities, indoors and outside. There is suitable provision in the breakfast club for children in the Early Years Foundation Stage.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

**Views of parents and carers**

Approximately a third of parents and carers returned completed questionnaires, which is slightly below average. Parents and carers are overwhelmingly happy with the school and all that it provides. Inspection evidence confirms parents' and carers' views that the school keeps their children safe, helps them to live a healthy lifestyle and deals effectively with unacceptable behaviour.

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

Ofsted invited all the registered parents and carers of pupils registered at Bridge Hall 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 46 completed questionnaires by the end of the on-site inspection. In total, there are 138 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	57	18	39	0	0	1	2
The school keeps my child safe	35	76	10	22	0	0	1	2
My school informs me about my child's progress	29	63	15	33	0	0	2	4
My child is making enough progress at this school	27	59	17	37	1	2	1	2
The teaching is good at this school	31	67	13	28	0	0	1	2
The school helps me to support my child's learning	31	67	13	28	0	0	2	4
The school helps my child to have a healthy lifestyle	25	54	20	43	1	2	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)	26	57	16	35	0	0	2	4
The school meets my child's particular needs	24	52	20	43	0	0	1	2
The school deals effectively with unacceptable behaviour	28	61	16	35	1	2	0	0
The school takes account of my suggestions and concerns	29	63	15	33	1	2	1	2
The school is led and managed effectively	30	65	14	30	1	2	1	2
Overall, I am happy with my child's experience at this school	32	70	13	28	1	2	0	0

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.**



13 May 2011

Dear Pupils

**Inspection of Bridge Hall Primary School, Stockport, SK3 8NR**

Thank you for making us so welcome when we visited your school. We think that your school is satisfactory, which means that there are good things about the school and some which could be improved. We agree with you and your parents and carers that the school takes good care of you all and there is always an adult at hand to give you extra help when you need it. Most of you work hard in school and behave well. We enjoyed talking to you and joining you in lessons. You told us you enjoy school and the Super Learning Days seem very popular. I was very impressed with Horrid Henry and Peter Perfect in Year 2. You asked them interesting questions and their answers helped you to understand their characters. I think I could have guessed that Peter liked fruit while Henry preferred chocolate.

We have suggested five ways of improving your school by:

- making sure those of you who find English and mathematics easy are given harder work more quickly in lessons
- making the quality of marking better so that you all know how to improve your work
- tracking your progress more carefully so that you do not fall behind
- making more opportunities for pupils to use your numeracy and literacy skills in other subjects
- working with your parents and carers to make sure that more of you come to school every day.

We hope you continue to enjoy school.

Yours sincerely

Shirley Herring

Lead inspector (on behalf of the inspection team)

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