

Bridgewater Primary School

Inspection report

Unique Reference Number	105912
Local Authority	Salford
Inspection number	366192
Inspection dates	22–23 June 2011
Reporting inspector	Angela Westington HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	211
Appropriate authority	The governing body
Chair	Mrs Lois Furness
Headteacher	Mrs E Ford
Date of previous school inspection	16 September 2009
School address	Bridgewater Street Little Hulton Manchester M38 9WD
Telephone number	0161 7902281
Fax number	0161 7909198
Email address	emma.ford@salford.gov.uk

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Royal Exchange Buildings
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Manchester
M2 7LA

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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. Sixteen lessons were observed and all the teachers in the school were seen teaching, some more than once. Inspectors met with pupils, staff, members of the Interim Executive Board and the local authority school improvement officer. They observed the school's work and looked at a range of documentation including the school's self-evaluation form, action plans, data to track pupils' progress, monitoring reports and safeguarding documentation.

The inspectors reviewed many aspects of the school's work. They looked in detail at the progress made by the school on the areas identified at the last inspection. These included:

- the standards attained, and progress made, by all pupils
- the quality of teaching and the curriculum
- the extent to which leadership and management of the school is embedded at different levels within the staffing structure.

Information about the school

Bridgewater is an average sized primary school. The vast majority of pupils are of White British heritage. There are more boys than girls in the school and in some classes the difference in proportions is significant. Almost half the pupils are known to be eligible for free school meals; this is considerably more than the national average. The number of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is broadly average. The school holds a number of awards: Healthy School status; Artsmark Gold; Eco Flag; Activemark and Dyslexia Friendly Status.

At the inspection of September 2009, the school was judged to require special measures.

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?

2

The school's capacity for sustained improvement

2

Main findings

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures. Bridgewater Primary is now a good school. It has strengths across all areas of its work and has come a long way since the previous inspection. Every aspect of the school's provision, and of pupils' outcomes, is much improved.

Pupils' attainment in reading, writing and mathematics is now broadly average at the end of each key stage and in all year groups, except for Years 4 and 5. These two year groups have experienced the most disrupted teaching history over time and still have gaps in their knowledge and more ground to make up than others. The school is fully aware of this and is working hard to overcome the legacy of underachievement in these two particular cohorts. Despite this, pupils' progress, across the school is now good and in some instances, for example in reading, it is outstanding. As most pupils are now meeting expected levels and filling in previous gaps in knowledge and skills, the needs of the more able have become more prominent. The school now knows that it has to ensure that those pupils capable of reaching higher levels, do so. Almost half the pupils in the school are in receipt of free school meals. The school monitors carefully the progress made by these pupils and the gap between their attainment and that of others is closing. Pupils with special educational needs and/or disabilities achieve as well as their classmates. The number of pupils on the school's special educational needs register is falling as a result of the increasing rates of progress in reading, writing and mathematics. Almost all other pupil outcomes are good. Attendance is much improved and is now average. Monitoring of attendance has revealed that at times throughout the year it is higher still but is not sustained.

The quality of teaching is good. All teaching is at least satisfactory and most of it is good. There are pockets of outstanding teaching, for example, in Year 6, Year 2 and in the provision for teaching early reading. The curriculum is considerably improved and is now satisfactory, although it does not always meet the needs of the more able. The school's provision for the care, guidance and support of its pupils is good and the impact of the excellent work by the learning mentor to support pupils and families is recognised by the staff, parents and carers and pupils.

The provision in the Early Years Foundation Stage is much improved, especially the teaching of early reading and writing and as a result, the children's outcomes are now good. Aspects of the continuous provision, including the outdoor area, could be better planned for. Sometimes, opportunities to promote children's learning are lost because of the way in which the adults are deployed.

All aspects of leadership and management are good. The headteacher provides strong direction and has led the school extremely well through the last two years. Other staff

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have developed their roles as managers and leaders and the recent appointment of a new substantive deputy headteacher has strengthened the leadership team. The Interim Executive Board and the shadow governing body have in place good transitional arrangements for the handover of responsibility due to take place later this year.

Given the improvements in pupils' outcomes and in provision, the school now provides good value for money and has demonstrated good capacity to improve further.

What does the school need to do to improve further?

- Raise standards and increase even further the rates of progress for pupils in reading, writing and mathematics in Years 4 and 5.
- Raise standards and increase even further the rates of progress for more able pupils, across the school, in reading, writing and mathematics.
- Strengthen the recently developed curriculum to challenge and stretch more able pupils.
- Strengthen the continuous provision in the Early Years Foundation Stage and improve the deployment of adults there.
- Raise attendance to between 95% and 96%.

Outcomes for individuals and groups of pupils

2

Pupils' learning and the progress they make are now good. Consequently, standards are rising and are broadly average. Standards are rising most quickly in reading, writing and, more recently, in mathematics. For the first time in a number of years, some pupils in Year 2 have attained the higher level, Level 3, in writing. Across the school, pupils' reading ages are rising and many have a reading age well in excess of their chronological age. Pupils read more frequently and read increasingly longer and more difficult texts. The vocabulary and language structures they are exposed to are beginning to come through in their writing. The quality of their writing is improving generally, not just in their English books but in other subjects, the result of teachers' higher expectations and an insistence that the same standard of writing is expected across all subjects. Pupils have a clearer understanding of how well they are doing and how they can improve because teachers' marking is better than it was. They enjoy their work in geography, history and science. However, as pupils' core skills improve, the challenge for the more able pupils needs to increase.

Pupils behave well. They are courteous and welcoming and want to tell visitors all about what they are learning and doing. They are proud of their school and of their work. Many have jobs or responsibilities, such as being a corridor monitor or writing the agenda for the school council meeting. Prefects take their roles seriously and wear their labelled sweatshirts with pride. A recent school parental survey indicated an increase in the numbers who felt that their children were learning about healthy lifestyles and keeping safe. Pupils are more involved in the local community than they were and older pupils express their views about the impact, for example, of crime against the school itself.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
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	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ 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 is good. Aspects of it are outstanding and there is some that is satisfactory. One feature that stops the satisfactory teaching being good or the good being even better is the tendency of some teachers to talk for too long, to the whole class, particularly when the more able pupils could get on and work independently or read about or research the topic for themselves. Sometimes too, the interactive white board is inappropriately used, when other resources or methods might be better suited to the task in hand. Nevertheless, there is a consistency of approach in all classes now, making lessons more secure and accessible for all pupils.

The curriculum is much improved. All subjects of the National Curriculum are now covered. The school has clear long, medium and short term plans for each year group and subject supported by key skills plans. These are grouped into themes, where appropriate. The school follows the locally agreed syllabus for religious education and a separate scheme for personal, social, health, and citizenship education. Clear school policies, such as how handwriting is to be taught, underpin the curriculum. As the profile of pupils' attainment shifts upwards, the curriculum plans do not always make clear how more-able pupils will be challenged in subjects beyond the core. A range of lunchtime and after-school clubs is offered, usually at no cost to the child. Year 5 pupils participate in a residential school trip. Music lessons, including singing and instrument tuition, are taught by the local authority peripatetic service and by class teachers.

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The school's provision for the care, guidance and support of pupils is good. The environment is warm and welcoming. Pupils feel safe and they know that help is available should they need it. Transition arrangements to secondary schools are good. Pupils who may be vulnerable or at risk receive very good support and care, through the work of the highly regarded learning mentor and through the work of the school's Every Child Matters team who monitor such pupils very carefully. The school works hard to raise pupils' sights and parental expectations, for example, through its involvement in a scheme to visit the local university.

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	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The transformation in pupils' outcomes and the quality of teaching is a direct result of the drive and determination of the headteacher. She has managed to maintain a sense of urgency yet keep staff motivated and on track. She has built an increasingly effective team of managers who are focused on standards and progress and share a vision of continuing improvement. The Interim Executive Board and shadow governing body members maintain strong oversight of the school's work and improvement and are developing their capacity to act as critical friends. All aspects of safeguarding meet statutory requirements.

The school uses a range of partnerships well, including those with other schools, to promote learning. Increasingly, it is consulted to share its own developing expertise. The school promotes community cohesion well. A full audit of its work was carried out, reviewed and an action plan drawn up. Progress against the plan is monitored. Parents and carers were consulted as part of the audit. Links with parents and carers are plentiful and productive. The school regularly canvasses them on their views about issues and developments and acts upon the feedback.

The school's work in establishing a central team of staff to oversee the care and progress of its most vulnerable pupils, its success in reducing the numbers of pupils on the special educational needs register and the improving attainment of pupils in receipt of free school meals, are compelling evidence of its commitment to equality of opportunity.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
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	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Two years ago, 17% of children left the Early Years Foundation Stage having secured a good level of development. This year, the figure is 57%, in line with the national figure for 2010. Sixty-one per cent of the children in receipt of free school meals achieved a good level of development. Given that, on entry to the nursery, the children's level of development is below that expected for the age group, these figures represent good progress overall and very good progress in relation to early reading and writing. The provision in the Early Years Foundation Stage is closing the gap between the most potentially vulnerable children and their classmates.

The impact of the wide ranging improvements to the provision is evident in the response of the children: they are flourishing. The organisation and teaching of letter sounds is very well done; teachers and teaching assistants have been trained well to undertake this role and are observed regularly. Consequently, children are acquiring letter sound knowledge quickly and enjoy reading and writing. The continuous provision, however, is not consistently strong across both phases and in all areas of learning. The challenge for the school is to raise the quality of all the continuous provision to that of the provision for early reading and writing. Some opportunities to extend children's learning are lost because the deployment of staff is not always as good as it could be.

The children are happy, settled and secure. They are looked after and cared for well. Key worker arrangements are in place. Routines are well established and all safeguarding and welfare requirements are met.

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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

Parental questionnaires are not normally distributed for inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

Responses from parents and carers to Ofsted's questionnaire

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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	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).

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">■ 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.



24 June 2011

Dear Pupils

Inspection of Bridgewater Primary School, Manchester, M38 9WD

As you know, I recently visited your school with Mrs Platt, to see how you were getting on. Some of you will remember that I have been visiting your school for nearly two years because it has needed some help to make things better.

I am absolutely delighted to tell you that your school no longer needs the extra help that we call special measures because your school is now a good school! Isn't this fantastic news? Remember to say 'thank you' to Mrs Ford and the adults for all their hard work and give them a big smile.

Your school is a good school in lots of different ways.

- You are making good progress in your work and you are all working hard to catch up. Well done!
- Your teachers are teaching you well. They are working hard to make all the teaching as good as it can be.
- Mrs Ford and the adults who run the school are working hard to make sure that all the important decisions they make are the right ones and that all the children do well.
- All the adults in the school care about you, take good care of you and want the very best for you.

To make your school even more improved, I have asked the adults to make sure that all of you get even better at your work. I have also asked them to make sure that all the work you do in different subjects in the main school and in the Reception and Nursery is as interesting and challenging as it can be. Finally, I know that some of you come to school everyday and I would like everybody to do that, so I have asked the school to try to increase your attendance. That way you will all get cleverer! ı

I know that you are proud of your school and now you have even more reasons to be so! I shall miss coming to visit you but I know that you will be working hard and helping to keep Bridgewater a good school.

Yours sincerely,

Angela Westington

Her Majesty's Inspector

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