

# Three Bridges Infant School

## Inspection report

---

<b>Unique reference number</b>	125901
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	381149
<b>Inspection dates</b>	11–12 July 2012
<b>Lead inspector</b>	David Marshall

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

---

<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	242
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dennis Cockerton
<b>Headteacher</b>	Linda Potheary
<b>Date of previous school inspection</b>	3 December 2008
<b>School address</b>	Gales Place Three Bridges Crawley RH10 1QG
<b>Telephone number</b>	01293 524076
<b>Fax number</b>	01293 538079
<b>Email address</b>	office@threebridges.w-sussex.sch.uk

---

<b>Age group</b>	3–7
<b>Inspection date(s)</b>	11–12 July 2012
<b>Inspection number</b>	381149



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012



## Introduction

Inspection team

David Marshall

Additional inspector

Laura Dickson

Additional inspector

This inspection was carried out with two days' notice. The inspectors spent seven hours observing teaching, which included visiting sixteen part lessons and a number of smaller teaching groups. In all, eleven teachers were observed teaching. In addition, discussions were held with different groups of pupils, members of the governing body, the headteacher, staff members and parents and carers. The inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at a range of documentation, including information about pupils' performance and progress, the school development plan, procedures for safeguarding pupils, minutes of governing body meetings, school policies and curriculum planning documents. In addition, questionnaires from 75 parents and carers, and those from members of staff were analysed.

## Information about the school

Three Bridges is an average-sized, two-form-entry school with a 52-place nursery and a 12-place unit for pupils with speech and language disorders. An above average proportion of pupils are known to be eligible for free school meals. The school has an above average proportion of pupils from minority ethnic backgrounds. Around 40% of pupils in the school speak English as an additional language, of which around a third are in the early stages of learning English. A total of 20 languages other than English are spoken in the school, with Tamil speakers representing the largest group. The proportion of disabled pupils and those with special educational needs is above that seen nationally, including the number on school action plus or with a statement of special educational needs.

**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

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>1</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- Three Bridges Infants is a good, and improving, school where all staff work closely together. It has improved significantly since the previous inspection so that now pupils achieve well and their behaviour and safety are outstanding. It is not yet outstanding overall because the way teachers implement the agreed lesson plans varies, occasionally the pace of lessons drops, and teaching does not always ensure the best possible progress for all pupils.
- During their time at school pupils enjoy their learning and achieve well so that by the end of Key Stage 1 they reach standards which are now above those seen nationally in reading, writing and mathematics. Teaching is good and continuing to improve. Teachers know pupils' academic development well through the good use of assessment, and pupils' progress is tracked carefully.
- Parents and carers are very pleased with all the school does for their children and acknowledge that their children learn in a nurturing environment where they receive high quality care and support. Pupils feel completely safe, treat each other with respect and have very positive attitudes to learning. Attendance has improved and is now above average.
- The curriculum provides exciting opportunities for pupils to apply their skills in ways that motivate them to do their best and contributes to their good spiritual, moral, social and cultural development. However, there are variations in the way these planned tasks are delivered.
- Leadership and management of the school are good. The senior leadership team works very well together and has a very clear understanding of the school's strengths and areas for improvement. The management of performance has led to many improvements since the last inspection. The school has identified the need to share the outstanding aspects of all of the teachers' practice in order to raise the overall quality consistently to that of the best.

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

- Ensure over the next academic year that recent changes in the curriculum are

**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

embedded and all teaching is as good as the best by:

- ensuring planned activities are implemented consistently to maintain pupils' interest and concentration so that the pace and rate of learning never slows
- extending opportunities for staff to observe and share the outstanding practice in the school.

## Main report

### Achievement of pupils

Many children enter the school in the Early Years Foundation Stage with skills which are below those expected for their age. They get off to a good start in the Nursery and continue to make good progress throughout their time at school. By the time they leave the school, at the end of Key Stage 1, pupils are now reaching standards that are above national expectations in both reading and mathematics. In writing, standards reached are slightly lower, but still just above national expectations. Pupils' attainment in English has improved steadily and significantly over time due to the effective and consistent implementation of strategies aimed at increasing pupils' understanding of the sounds that letters make (phonics) and at improving the quality of their writing.

Inspection evidence shows that, in the vast majority of lessons, pupils make good progress. They concentrate well and work with enthusiasm as most tasks are engaging and appropriately challenging. For example, in literacy lessons pupils of all abilities make good use of their knowledge of the sounds that letters make to read and to spell. Pupils in Year 2 learn about alliteration and apply this well to write their own poems. Learning is not yet outstanding overall because this careful attention to implementing all the agreed changes to the curriculum is not consistent across the school. Pupils' progress therefore varies across year groups.

The school places great emphasis on narrowing the achievement gap between different groups of pupils. Those who are known to be eligible for free school meals and disabled pupils and those with special educational needs have achieved standards which are better than those achieved by their counterparts nationally. Pupils who speak English as an additional language are supported well to acquire English through dedicated support and specific intervention groups. Most are developing their acquisition of English extremely well as the school encourages parents to be involved with their children's learning very effectively. The progress of boys is supported well through the implementation of a creative curriculum which provides lots of opportunities for learning outdoors. The work of the reading recovery teacher is particularly effective in inspiring pupils to read. A very large majority of parents agree that their children are making good progress. As one wrote, 'In the time our children have been at school they have been well cared for, happy and have made significant progress. In particular, the interventions in place for one of our children as well as the excellent teaching have meant that his SATs results have

**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

exceeded our expectations.'

## Quality of teaching

The overwhelming majority of parents and carers who returned their questionnaire believe teaching to be good. Inspection evidence supports this judgement. Lessons are characterised by a focus on increasing challenge and excellent relationships. The pupils respond exceptionally well to the work, saying that, 'Teachers make lessons fun,' and, 'I like the hard work.' This is the result of occasions when teachers use their improved and detailed planning to set tasks that reinforce the pupils' learning and motivate pupils. Nursery and Reception children were well motivated by their use of a range of excellent resources in the outdoor area. In an English lesson, in Year 2, pupils were challenged by different learning tasks when exploring alliteration. Others wrote their own openings in ever more difficult sentences whilst linking them to their individual targets, which they knew extremely well. One pupil proudly spoke of fur 'like a warm bed' and another of a 'dark, dangerous castle.'

Teaching of reading is very well structured with pupils being taught in ability groups across the school. As a result, teaching is securely targeted to the needs of the pupils, and this is leading to a sustained rise in outcomes for all groups. A good range of resources is used to support pupils' learning, with Year 1 pupils showing a clear understanding of shape and space in an outstanding mathematics lesson when shown a range of different art work. Pupils who are disabled and those with special educational needs are identified quickly. Those from the special unit, and in the mainstream classes, are supported exceptionally well in class by knowledgeable teaching assistants who receive good guidance from teachers. Consequently, these pupils make the same good progress, from their different starting points, as others in the class.

When implemented as planned, the curriculum engages all pupils. In particular, pupils who speak English as an additional language talk of creative writing opportunities using the attractive school grounds for inspiration, using the leaves in pattern work and about visiting the pond to study tadpoles. A highly consistent aspect of lessons is the mutual respect shown as pupils listen to their peers. This demonstrates the effective way in which teaching promotes pupils' social and moral development.

## Behaviour and safety of pupils

The behaviour of pupils in class and around the school is outstanding and all evidence shows that this is typical over time. Pupils, parents and carers agree with this. Pupils enjoy school, and look forward to coming every day. Pupils' attendance is above average and improving. Pupils have positive attitudes and show considerable exuberance for learning. On the rare occasions when the lessons lose pace, or the tasks are not sufficiently challenging, pupils maintain excellent attitudes. Outstanding relationships make a significant contribution to pupils' high levels of confidence. Older pupils have opportunities to take responsibility for younger ones which

**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

contributes well to their social and moral development. The mini-governors, acting as the school council, are justifiably proud of the way they helped to design the outstanding environment areas.

Parents, carers and pupils feel the school is very safe and the inspection confirms this. Pupils say bullying is extremely rare and they know about the different forms of bullying, including cyber bullying and the use of racist language. If they had worries, pupils say they would go to another pupil or a member of staff for help readily. They are tolerant and considerate towards each other, qualities that are promoted very effectively by the extensive personal, social and health education, circle time and the positive relationship between the school and home. The support for disabled pupils and those with special educational needs is effective and appreciated by parents. Parents say that staff are alert to pupils' social, emotional and educational needs and are quick to identify difficulties and provide support.

### **Leadership and management**

The leaders' careful monitoring and clear self-evaluation, and their implementation of initiatives to enthuse pupils, have enabled the school to move forward rapidly, and contributed to pupils' improved progress. The whole-school commitment to do the best for the pupils, led by the exemplary guidance of the headteacher, is clearly evident in the strength of relationships and the staff's dedication to their work. These factors illustrate the school's clear capacity for continuing its improvement.

Leaders are strongly committed to the continuing professional development of all staff and, through performance management, ensure that it is closely related to the school's development planning. Documentation is impressive and the evaluation of the school's work is honest and accurate. The need for staff to share best practice is now their first priority. The governing body's contribution to school improvement, with the rigorous work of the bursar, is outstanding, being fully involved in this process, challenging decisions and requesting explanations where necessary. Governors hold the school to account in a challenging, but supportive, manner.

The school promotes pupils' spiritual, moral, social and cultural development very well, contributing to their consistently excellent behaviour. The school's curriculum is good. Pupils thoroughly enjoy learning in the outside area, which has been a very strong feature of the managers planning in the last two years. Parents are fully appreciative of the efforts the school leaders make on behalf of their children. As one wrote, 'The school strives to be the best it can be! Outstanding commitment by its staff and with a headteacher who really has her finger on the pulse. A great school in many ways.'

Rigorous attention is paid by managers at all levels, which ensures the good quality of safeguarding and care for the pupils. This includes detailed recruitment procedures through the checks made on all adults who work in the school. Pupils' safety and well-being are paramount at all times, ensuring that the school is a very safe and supportive place to be. The governing body and senior managers,

**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

supported well by all staff, are effective in tackling discrimination should it occur, and in ensuring equality of opportunity for all pupils and across all aspects of the school's work.



## 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	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



14 July 2012

Dear Pupils

### **Inspection of Three Bridges Infant School, Crawley RH10 1QG**

We are writing to thank you all for making us so welcome when we came to the school recently. We really enjoyed our visit. Yours is a good school, and we agree with what you told us – it is a really fun place to learn. Here is a list of some of the things that are really good.

- The school looks after you extremely well and you all make good progress in your learning.
- You all make a really good start in the Nursery and Reception classes.
- You behave extremely well, get along with each other and feel very safe in school. We were particularly impressed by the way you knew what to do to make your work better next time.
- Those of you who find work difficult, and those who do not speak English as your first language, are given great support and make very good progress.
- With the mini-governors, you have very good ideas on how to make things better.
- You all find lessons interesting and really enjoy school.
- The headteacher and staff manage the school very well.

Even in good schools, there are some things that could be better. We have asked the teachers to make sure that they all make their lessons as exciting as the best and set you work that keeps you interested and learning. We have also asked your teachers to share their best ideas and learn from each other as well.

You can help by continuing to listen carefully and take note of what the teachers say so that you can all make the best possible progress in your learning.

Yours sincerely

David Marshall  
Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234**, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**