

Bridge Town Primary School

Byron Road, Stratford-upon-Avon, CV37 7JP

Inspection dates 12–13 December 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Most pupils make good progress to reach high standards in reading, writing and mathematics by the end of Year 6.
- Provision in the Early Years Foundation Stage is exceedingly well managed and results in the children making good progress.
- Pupils achieve well because teaching is consistently good. Some teaching is outstanding.
- All groups of pupils, including those known to be eligible for additional government funding, make good and at times outstanding progress. This is because of the good quality support they receive.
- Pupils have many memorable experiences throughout the year, including a wide variety of exciting visits, residential stays and visitors to school.
- Pupils enjoy coming to school and feel safe. The school is very effective at promoting pupils' spiritual, moral, social and cultural development. This is reflected in their good behaviour and above average attendance.
- The headteacher is an effective leader and, supported by an able senior team and knowledgeable governing body, has improved the quality of teaching and learning in the school.

It is not yet an outstanding school because

- Until recently, progress across Key Stage 2 has not been as rapid as in Key Stage 1.
- Pupils are not always given work that is hard enough, particularly in mathematics.
- Marking is not used consistently to inform pupils how to improve their work
- Pupils are not always given the time to follow up on teachers' comments in marking.

Information about this inspection

- Inspectors observed teaching and learning in 20 lessons involving 14 teachers.
- Inspectors held discussions with school leaders, staff, representatives of the governing body and a representative of the local authority.
- Inspectors observed the school's work and reviewed documentation, including improvement plans, the systems for tracking pupils' progress, the arrangements for safeguarding pupils and samples of pupils' work. They heard groups of pupils read and spoke with others about behaviour and safety arrangements at the school.
- Inspectors took account of the 77 responses to the online questionnaire (Parent View) and the views expressed by parents who spoke with inspectors at the start of the school day.

Inspection team

Michael Bartleman, Lead inspector

Additional Inspector

Elaine Long

Additional Inspector

Catherine Kiff

Additional Inspector

Full report

Information about this school

- This school is larger than the average-sized primary school.
- In September 2012, the school became two-form entry, following the completion of a building project which has resulted in increased numbers of pupils.
- The majority of pupils come from a White British background.
- An increasing proportion of pupils come from minority ethnic groups.
- The proportion of pupils who start at the school speaking English as an additional language is well below average.
- The proportion of disabled pupils and those who have special educational needs that are supported through school action is below average. The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- The proportion of pupils known to be eligible for the pupil premium (the additional government funding for pupils eligible for free school meals and others) is below average.
- The Early Years Foundation Stage consists of two Reception classes.
- Denim, a private before- and after-school club, runs daily. This is subject to separate inspection and reporting arrangements.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Increase the proportion of teaching which is outstanding and so improve achievement in English and mathematics, particularly at Key Stage 2, by ensuring that:
 - all pupils are always challenged in lessons
 - learning moves at a demanding pace
 - teachers regularly inform pupils how they can improve their work
 - pupils are given them time to follow up comments in marking.

Inspection judgements

The achievement of pupils is good

- Children join the Reception classes with skill levels appropriate for their age in all areas except for reading and writing which are lower than expected. As a result of excellent teaching in a vibrant and well-managed area, children make good progress and start Key Stage 1 with skill levels above those expected for their age. All groups of pupils make good progress from this point and leave Year 6 with skills and knowledge that are well above average.
- Attainment in both English and mathematics has been consistently high at the end of both Year 2 and Year 6 for a number of years. Standards in Year 6 were above national levels in 2012 with a high number of pupils attaining the higher Levels 5 and 6 in English and mathematics.
- Progress in mathematics has not typically been as strong as that in reading and writing. School data, pupils' work and observations of pupils currently in Key Stage 2 shows convincing evidence that all pupils' progress has speeded up over the past year and is now good.
- Pupils' progress in writing is accelerating due to improved teaching, a faster pace of learning and good opportunities to write at length in a range of subjects. Writing tasks are well structured and supported, often using real contexts, so that all pupils can see a reason for writing and achieve well.
- Pupil premium funding is used to provide support services, additional teaching assistants and access for pupils to a wide range of visits and enhancement activities. Due to this, the eligible pupils make at least good progress so that the gap between their achievement and their peers is narrowing quickly.
- Pupils who are at an early stage of learning English and those from minority ethnic groups are supported well. They are immersed in a rich environment of language, books and vocabulary and, as a result, make good progress.
- Disabled pupils and those who have special educational needs are supported by well-trained teaching assistants which results in good progress for most pupils. The special educational needs coordinator knows the pupils individually and accesses a wide range of appropriate professionals to support the pupils effectively.
- Reading is taught well. By the end Year 6, pupils' attainment in reading is well-above average. Teachers and teaching assistants successfully promote the pupils' knowledge and use of phonics (the sounds that letters make). The large majority of pupils in Year 1 reached the required standard for the national screening in phonics, which is above the national average.

The quality of teaching is good

- Teaching has improved since the previous inspection and is now securely good. An increasing number of lessons are outstanding. Most parents and carers believe that their children are taught well. They appreciate the school's 'open door' policy and feel well-informed.
- Throughout the school there is often a buzz of excitement and enjoyment in lessons. Year 2 pupils, who were studying 'The Great Fire of London', dramatised putting out fires on the playground. An on-going dialogue with the teacher developed language and understanding exceptionally well. This active learning motivates pupils well and makes them reflect on their

learning.

- Classrooms are bright and pupils' learning is supported through helpful displays and practical resources. Pupils have positive attitudes to learning. The use of new technologies, including netbook computers and other electronic devices, motivates pupils well.
- In the outstanding lessons, teachers plan tasks that rapidly build on what the pupils are already able to do and make them think hard. All groups of pupils are fully engaged throughout and make rapid progress.
- In other lessons, particularly in mathematics at Key Stage 2, the work does not always demand enough of pupils at differing ability levels. A few parents commented on this when they spoke to inspectors. On these lessons, pupils' progress is not as rapid when they are given work that is too easy or too hard.
- Teachers' expectations of pupils' behaviour and their willingness to work are high. Target setting and systems for pupils to check how well they are getting on are now far more robust and effective than at the previous inspection. This has improved pupils' interest and engagement in learning.
- Teachers create many memorable experiences for the pupils. This was seen during the inspection when a Year 1 class used the Forest School area for making shelters for mini-beasts. Pupils spoke enthusiastically about the 'BFG day' and the many author visits.
- All groups of pupils, including those supported by the pupil premium and those who speak English as an additional language, are taught well and make good progress. The transition into the school for pupils at the early stages of learning English and the increasing numbers of pupils arriving at times other than the start of the term is well managed. As a result, teachers are able to quickly identify and meet the pupils' needs.
- Teaching in the Early Years Foundation Stage is outstanding. The staff team of works together very well to provide children with an exciting range of opportunities through which to learn effectively.
- Reading is taught well. Teachers and teaching assistants successfully promote the pupils' knowledge and use of phonics. The increased use of the library, workshops for parents and reading diaries have helped to develop a successful reading culture within the school.

The behaviour and safety of pupils are good

- The vast majority of pupils behave well around the school and in their lessons. Pupils are polite, friendly and courteous.
 - Most parents and carers who responded to the online questionnaire or spoke to inspectors judged behaviour to be good, although a small minority expressed concerns about some pupils' behaviour. Inspection findings show there are few incidents of unacceptable behaviour. The school has clear procedures that are implemented consistently for the effective management and support for pupils who find behaving well difficult. Pupils respond positively to the school's reward systems.
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- The school has close working relationships with a number of outside agencies to support pupils and their families whose circumstances make them potentially vulnerable. Attendance is above average.
- Parents said their children are safe and well cared for. This view is reflected in the confidence expressed by pupils that they are safe at school and that any bullying is dealt with effectively. Pupils have a clear understanding of what constitutes bullying, including cyber bullying. They say that they are confident in turning to an adult for help should an incident arise.
- Pupils play an active role in ensuring a happy, well-organised school. The school council were fully involved in creating the behaviour contracts and have a strong voice. Year 6 'special friends' help children in the Reception class to settle and learn. Pupils have obvious pride in their school and are great ambassadors for it.
- Pupils greatly appreciate the early morning breakfast club which provides a calm and sociable start to the school day.
- Through a well-planned curriculum pupils are helped to develop a range of strategies so they are able to manage everyday risks for themselves, such as those associated with the internet, fire safety and roads.

The leadership and management are good

- Leaders and managers have been relentless in their drive to improve teaching and raise achievement since the previous inspection. The headteacher has managed the pace of change, the increase in pupil numbers following the building programme, and the appointment of new staff very effectively. As a result, there is a common sense of purpose and staff morale is high.
 - Regular lesson observations, followed by detailed feedback to teachers and a successful programme of professional development, have ensured that all teaching is good, with an increasing proportion that is outstanding. The headteacher manages the performance of teachers effectively, with clear links between the salary that teachers receive and pupils' good progress.
 - Rigorous checks are made to find out how well pupils achieve. Staff routinely check that all pupils are on track to make good progress from their starting points. Middle leaders are increasingly involved in monitoring teaching and accountable for pupils' progress.
 - Leaders and managers know the school well. There are clear plans to make it even better. The school's consistent, marked improvement over time demonstrates its good capacity to improve.
 - The school promotes equality of opportunity and tackles discrimination well. There are no inequalities in pupils' achievement and no incidents of harassment.
 - Partnerships with parents and carers are fostered through regular communication and opportunities for them to share their views. Most parents are pleased with the amount of information they receive and the availability of the school's leaders and staff.
 - Pupils say they enjoy their topics which bring together different subjects. They recalled with pleasure many of their recent activities, the use of electronic devices, the Forest School area,
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music opportunities and whole-school themed days, for example, the 'BFG day' as well as involvement in the town's literacy and musical events. There is good participation by all groups of pupils in the wide range of after-school clubs on offer. The range of subjects and activities contribute strongly to pupils' spiritual, moral, social and cultural development.

- The school works effectively with a range of schools in the local area, which provides additional opportunities for moderation of work, support for pupils and for professional development.
- The local authority appropriately provides light-touch support to this successful school. On-going monitoring and access to effective professional development for all staff have contributed to improvements in teaching.

■ **The governance of the school:**

- The governing body supports and monitors the work of the school effectively. Governors have been appropriately trained; they understand the school's performance information well and how the school has improved in relation to other schools. They ask appropriate questions about how decisions will affect pupils' learning. The governing body is regularly kept informed about how teaching is improving and they know about the link between teachers' performance and salary progression. Governors are aware of the effectiveness of pupil premium spending and that it is closing the gap in attainment between eligible and other pupils. The governing body carries out its statutory duties effectively, ensuring, for example, that procedures for safeguarding pupils are well managed, regularly reviewed and fully meet the regulatory requirements.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	125526
Local authority	Warwickshire
Inspection number	406316

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

Type of school	Primary
School category	Community School
Age range of pupils	4-11
Gender of pupils	Mixed
Number of pupils on the school roll	347
Appropriate authority	The governing body
Chair	Sean McCarthy
Headteacher	Steve Blackman
Date of previous school inspection	5 October 2012
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