

Bridge Farm Primary School

East Dundry Road, Whitchurch, Bristol, BS14 0LL

Inspection dates

19–20 February 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- The school has continued to improve since its previous inspection due to strong and effective leadership.
- Pupils make rapid and sustained progress, particularly in the Early Years Foundation Stage and in Key Stage 2. In Key Stage 1, pupils make good progress. Attainment is high by the time pupils leave and pupils achieve exceptionally well.
- Over time, teaching is outstanding because it meets the needs of pupils well in a wide range of subjects.
- The well-focused and exciting range of activities and subjects provides much enjoyment for pupils and is effectively used to give opportunities for them to practise their literacy and numeracy skills.
- Pupils behave exceptionally well, both in the classroom and the playground. They are well cared for and feel very safe.
- Senior leaders are ably led by an excellent headteacher, and share his vision for pupils to achieve highly. In addition, the leadership and management of middle leaders, including subject leaders, is strong, having a highly positive impact on the wide variety of subjects taught.
- All staff work well together and the provision for their professional development is outstanding.
- The governing body has a very clear understanding of the school and is well focused on providing support and challenge to help develop the school further.
- Parents and carers are highly supportive of the school and the overwhelming majority would recommend it to others.

Information about this inspection

- Inspectors visited 20 lessons taught by 15 different teachers, and held meetings with governors, staff, groups of pupils and a representative of the local authority.
- They observed the school's work and looked at planning documents, monitoring records, assessment data and pupils' work.
- Inspectors took account of 39 responses to Parent View (the online questionnaire) in reaching their judgements about the school.

Inspection team

David Shears, Lead inspector

Additional Inspector

Julie Fox

Additional Inspector

Rashida Sharif

Additional Inspector

Full report

Information about this school

- Bridge Farm Primary is larger than the average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion supported at school action plus or through a statement of special educational needs is below average.
- The proportions of pupils from minority ethnic groups and those who speak English as an additional language are both below national averages.
- The proportion of pupils supported by the pupil premium, which is extra government funding for particular groups, including pupils known to be eligible for free school meals, looked after children and those from service families, is below the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school provides a breakfast club for pupils.
- A very small minority of pupils access off-site provision to meet their specific behaviour and learning needs.

What does the school need to do to improve further?

- Make sure that teachers consistently check in lessons that pupils are making outstanding progress, particularly the higher-attaining pupils in Key Stage 1.

Inspection judgements

The achievement of pupils

is outstanding

- Children begin school with skills and knowledge that are below expectations for four-year-olds. Very positive links made with parents and carers help them to settle quickly and start to make rapid progress in their learning. Teaching engages children exceptionally well. For example, in one lesson children were excited to find a letter asking them to find lost numbers and then put them in order. They worked together well to ensure that this was completed successfully.
- In Years 1 and 2, pupils continue to successfully build on their learning and make good progress so that by the time they leave Key Stage 1, standards are at least in line with the national average. For example, good progress was made by pupils in learning spelling rules so that they could use this knowledge in their writing.
- In Key Stage 2, the pace of learning quickens so that they make exceptional progress by the end of Year 6 and leave with standards that are significantly above the national average overall. This has been sustained for at least five years. This is because the teachers plan work that meets the needs of all pupils in lessons. In one outstanding lesson about time, the teacher used her knowledge of pupils' understanding in the previous lesson to ensure that all had a range of activities to challenge their thinking skills.
- Progress in reading and mathematics is good in Key Stage 1 and attainment is average at the end of Key Stage 1. At Key Stage 2 progress is outstanding and standards are well above average at the end of Year 6.
- Disabled pupils and those who have special educational needs and the few pupils who speak English as an additional language are very well supported by teaching assistants who provide both support and challenge. In one lesson, where pupils were writing sentences, the teaching assistant was encouraging them to use their knowledge of letter sounds to build up words that they found difficult to spell. As a result of the excellent support they receive, all these pupils make at least good progress and some make outstanding progress. Pupils from minority ethnic groups and those supported through pupil premium funding all make similar progress. The average point score gaps have been closed in English and are being rapidly closed in mathematics.

The quality of teaching

is outstanding

- Teaching over time is outstanding because teachers make effective use of assessment to plan activities that meet pupils' needs. They have high expectations of pupils in both learning and behaviour. Pupils have regular opportunities to tell their teacher if they have understood their work. This helps teachers to plan their next lesson.
- In the Early Years Foundation Stage, teaching is highly effective because it meets the needs of all children. For example, children are now taught in smaller ability groups for letters and sounds, and number, enabling the staff to target their learning more accurately.
- Pupils enjoy lessons because they are interesting and engaging. Often, there are clear links across subjects to widen pupils' understanding of a variety of subjects and give them opportunities to practise their literacy and numeracy skills. There is a clear focus on different aspects of spiritual, moral, social and cultural development that are promoted across a wide variety of subjects. For example, the theme of 'diversity' was explored so that pupils were learning the importance of having positive attitudes towards others in many different contexts. This is one of many examples of the school demonstrating its drive to promote equality and tackle discrimination.
- The teaching of reading is outstanding overall and particularly strong in Key Stage 2. This is because pupils regularly practise their reading skills in researching information in a wide range of subjects.

- The effectiveness of teaching assistants is a key strength in teaching. They make an excellent contribution to pupils' learning because they carefully question and challenge pupils to specifically meet their various needs. This is particularly true for pupils who have specific needs, including those eligible for pupil premium funding. As a result all groups make good or outstanding progress.
- Pupils have highly positive relationships with staff and have a sense of pride in their work. This results in books that are well presented in all subjects.
- Marking is always completed exceptionally well and there are positive comments to encourage pupils. Equally, they are told how they could improve their work further and often pupils are given opportunities to respond to this. Where this is regularly done, it has a very positive impact on pupils' learning.
- While some teachers check during lessons whether pupils are making rapid progress in their learning, this is not consistent across the school. This is particularly true in Key Stage 1, where there are times when higher attaining pupils are not always challenged to reach the higher levels.
- Homework provides extra opportunities for learning and the very large majority of parents and carers agree that it appropriately meets the needs of their child. All parents and carers who responded to the questionnaire agreed that their child is taught well and makes good progress.

The behaviour and safety of pupils are outstanding

- Pupils behave exceptionally well in lessons because they enjoy learning. Their learning about rights and responsibilities is exemplified in their respect that they have both for adults and each other. Pupils work very well together. In one lesson, a group of pupils who were grappling with a very challenging problem listened carefully and valued each other's ideas about what to do before agreeing on how to proceed.
- Pupils equally behave very well around the school and in the playground. They noticeably get on well together. Pupils say that occasionally there is a difference of opinion and know that this is normal. Pupils are taught early on how to resolve these difficulties themselves and confidently say that most of the time they can do this successfully. However, they know that there is always an adult available when needed. Pupils who find good behaviour difficult to maintain are given effective support. Consequently, pupils say that they always feel safe and secure.
- Pupils have a very clear understanding of the various types of bullying and say that this is very rare in school. When it does happen, they are clear that it is quickly resolved by staff. School records of incidents confirm the accuracy of this view. Pupils know how to keep themselves safe, including when they are on the internet.
- Pupils benefit from the breakfast club by having a healthy breakfast and enjoying a range of activities. They are looked after well.
- The school has very effective strategies to support the attendance of pupils and this is rigorously monitored and acted upon. There are reminders in newsletters about the importance of regular attendance, which also celebrates the classes that have achieved the highest attendance. As a result of these actions, attendance has improved so that it is above the national average.

The leadership and management are outstanding

- Senior leaders have a strong drive for school improvement. They have been successful in achieving this because pupils consistently leave the school with standards that are significantly above the national average in English and mathematics and so they are exceptionally well prepared for their secondary school education. Similarly, the provision for the youngest pupils has improved and their progress has risen from being good to being outstanding last year.
- Assessment information is used to identify key areas for development. For example, the school

identified that boys were achieving less well than girls, particularly in writing, and as a result of a focus on motivating boys to read and write well, the gap in attainment has markedly reduced.

- The progress of pupils is regularly checked and any pupils at risk of underachieving are identified and given highly effective support. There are good links with other providers who give support to the few pupils with specific behaviour and learning needs.
- Pupils supported through pupil premium funding achieve well because of the high quality support that they receive, such as one-to-one tuition. As a result gaps in their performance have closed in English and are closing rapidly in mathematics.
- The quality of teaching is regularly checked for its effectiveness and areas for improvement identified. This information is used to target their professional development, which is of a high standard. Information about the quality of teaching is rigorously used to make decisions about the staff pay.
- Middle leaders have an excellent understanding of their role in developing their areas of responsibility and track how well pupils are achieving. They enthusiastically share plans for further development.
- The local authority provides light touch support for this outstanding school.

■ **The governance of the school:**

The governing body has an accurate understanding of the school's strengths and what needs to be developed further. It analyses assessment information and how the quality of teaching and achievement compares with other schools nationally. This helps it to support and challenge the school effectively. It receives excellent information about developments in the school through presentations from both senior and middle leaders. The governing body conducts its own monitoring, ensuring that it directly relates to the school's main areas of development. A safeguarding committee ensures that policies and procedures meet current national requirements. Governors manage finance well, including checking how well staff are performing and, in particular, the effectiveness of the headteacher, and relate their findings to salary progression. They have a clear understanding of how pupil premium money is used to provide extra teaching assistant hours and the impact this is having on the progress of these pupils. The governing body checks the skills of its members and appropriate training is available for individual governors to further their understanding.

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	132161
Local authority	City of Bristol
Inspection number	403642

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	442
Appropriate authority	The governing body
Chair	Robert Farley
Headteacher	Geoff Mason
Date of previous school inspection	10–11 March 2008
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