

# Britannia Bridge Primary School

Parliament Street, off Warrington Road, Lower Ince, Wigan, Lancashire, WN3 4JH

**Inspection dates** 20–21 February 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
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.

- Pupils' achievement is good. They do particularly well in mathematics.
- Teaching is good. Some is outstanding. Teachers make lessons interesting and classrooms buzz with a joy of learning.
- Behaviour is good. Pupils show respect for each other and are proud of their school.
- The headteacher expects the very best from pupils and staff. He is relentless in working to improve teaching and achievement.
- Leadership is good at all levels. All leaders are highly committed and everyone pulls together.
- Methods for checking on the quality of teaching and pupils' progress are outstanding. A comprehensive training programme helps teachers to acquire new skills. Since the last inspection achievement and teaching have improved.
- There is good support and challenge from the governing body.

### It is not yet an outstanding school because

- Teaching is not yet outstanding. In a few lessons the pace of learning slows when teachers' explanations are too long. More-able pupils are not challenged where work is not at just the right level.
- Achievement in English is not as strong as in mathematics. Pupils are not always confident in using their handwriting, spelling and punctuation skills and do not read widely enough.

## Information about this inspection

- The inspectors observed teaching in all classes and saw 15 lessons.
- The inspectors looked at the work in pupils' books to get a view of current achievement and progress over time. This was done jointly with the headteacher. Inspectors spoke to groups of pupils to get their view of, amongst other things, how teaching helps them to learn and what they think about behaviour in the school.
- The inspectors talked with some parents as they brought their children to school. Seven parents responded to the on-line questionnaire (Parent View) which is too few for inspectors to make any deductions from.
- Meetings were held with seven members of the governing body, teaching and classroom support staff and inspectors spoke to a representative from the local authority.
- The inspectors looked at a number of documents, including the school's self-evaluation, records of the quality of teaching, the improvement plan, results in 2012 of standardised assessment tasks and the school's tracking of pupils' progress. They also looked at safeguarding documents and the school's records of behaviour and bullying incidents.
- The inspectors listened to pupils read and checked the school's records of pupils' progress in reading.

## Inspection team

David Law, Lead inspector

Additional Inspector

Kirsteen Rigby

Additional Inspector

## Full report

### Information about this school

- This is an average sized primary school.
- Most pupils are from White British backgrounds. A very small proportion of pupils are from other ethnic backgrounds. The percentage speaking English as an additional language is well below average.
- Staff have identified a larger than average proportion of pupils who are supported through school action because they have a disability or special educational needs.
- An above average proportion of pupils have a statement of special educational needs or are supported at school action plus.
- The proportion of pupils supported through the pupil premium is well above average. The pupil premium is extra funding for pupils who are known to be eligible for free school meals, are looked after by the local authority or are children of families in the services.
- 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?

- Improve the quality of teaching so that more is outstanding by:
  - making sure work is set at the right level for more-able pupils so they are suitably challenged and more reach higher levels
  - ensuring teachers' explanations are not too lengthy so the pace of learning is sufficiently brisk.
- Improve pupils' progress and raise achievement in English by:
  - planning further opportunities for pupils to develop their skills in handwriting, spelling and punctuation so they can use them accurately and confidently when writing
  - developing the provision to enable pupils to read more widely.

## Inspection judgements

### The achievement of pupils

is good

- Children join the Nursery class with skills, knowledge and understanding below what is typical at this age. Their language skills are particularly low. Children settle well and make good progress across the Early Years Foundation Stage. In one outstanding dance lesson nursery children thoroughly enjoyed being bugs and butterflies and giggled with glee as they wriggled on the floor and 'flew through the air'.
- Good progress continues throughout the school. Pupils leave Year 6 with standards of attainment in line with those seen nationally. The last three years have seen a trend of improvement in all subjects at the end of Key Stages 1 and 2.
- Pupils at Key Stage 1 make good progress in learning to read. By the end of Year 2 most reach the expected level. Pupils read unfamiliar words by confidently using their knowledge of the sounds letters make (phonics). However, few read widely beyond the reading scheme.
- Progress in writing is good. Pupils' books and school data show most are reaching the expected standards for their age. This is an improvement on the 2012 end of Year 2 national assessments which were below average.
- Pupils make good progress in their reading across Key Stage 2. They read fluently and often expressively. Most reach average standards by the time they leave Year 6 and a fair number exceed this. Although pupils read frequently, they do not read widely enough across different types of books, for example factual books as well as fiction.
- Key Stage 2 pupils gain stamina as writers, producing lengthier pieces with a sense of audience. They write successfully in a range of subjects, for example in Year 6 where pupils draft reports about science experiments. Despite their good progress overall in writing, many pupils at both key stages are not confident or accurate enough in their handwriting, spelling and punctuation.
- Pupils make brisk progress in mathematics. In Years 1 and 2 pupils calculate accurately and remember key facts such as multiplication tables. In Year 6 pupils draw graphs accurately, handle data confidently and solve problems well. By the end of Year 6 standards match those seen nationally at both the expected and the higher levels.
- All groups of pupils have equal opportunity to learn. This underpins the good achievement seen across the school.
- Disabled pupils and those with special educational needs make good progress because work is set at the right level and they get timely support from teaching assistants. Some pupils who have behavioural or other difficulties often make exceptional progress because teaching is well planned to nurture their emotional needs whilst making learning interesting.
- The few pupils from different ethnic backgrounds and those with English as an additional language also make good progress.
- Pupil premium funding is used well to provide extra teaching and support and this has boosted performance. Pupils eligible for free school meals reach higher standards of attainment in English and mathematics than similar pupils nationally. They make the same good progress as others in the school in English where no gap exists between pupils eligible for free school meals and others. In mathematics a gap does exist but it is less than one term and narrower than that seen nationally.

### The quality of teaching

is good

- Teaching is good in all classes and helps pupils to make good progress over time. Teachers foster positive relations and manage behaviour exceptionally well. This successfully promotes pupils' moral and social development.
- All teachers expect pupils to work hard and try their best. Consequently, pupils are productive

and eager to learn. They concentrate well and work cooperatively when they need to.

- Pupils describe teachers as 'kind and helpful'. One summed it up by saying, 'They explain things to us so we understand and if we are bad they give us a chance to be good.'
- Reading and writing are taught successfully and achievement in these subjects has risen since the last inspection. Teachers plan interesting opportunities for pupils to use their writing skills, for example when they describe the life of evacuees in the Second World War. Teachers use good methods for getting pupils to check their progress in writing and pupils can confidently say what they need to improve.
- Teachers use technology well. In one outstanding Year 6 lesson pupils were enthralled when the information on the interactive whiteboard told the story of *Wallace and Grommit and the sleep machine*. Pupils showed excellent concentration when writing a description of the machine and then checked each other's work carefully to see if they had successfully reached their challenging targets.
- Teachers organise lessons well and explain things clearly. They deploy teaching assistants well. They usually ensure a smooth transition between activities but, in a few lessons, explanations go on for too long and the pace of learning slows.
- Work is mostly set at the right level and is always marked carefully to show pupils how they can improve. Teachers are particularly successful in planning learning for pupils with special educational needs. However, while all pupils make good progress, on occasions the more-able pupils are not fully challenged because the work is too easy, and this stops them from making even faster progress.

### The behaviour and safety of pupils

are good

- The school is welcoming and friendly and all groups of pupils get on well together. Pupils feel entirely safe and say they are well cared for. One pupil summed it up by saying, 'Everyone tries to be friends and we respect each other.' Parents say their children are safe and happy and that adults manage behaviour well.
- Behaviour in lessons is never less than good and is often outstanding. Pupils' positive attitudes to learning support their good progress. They listen carefully, are keen to follow instructions and invariably try their best.
- Behaviour around the school is usually good. On the odd occasion when it requires improvement adults are quick to sort things out.
- School records show that bullying is rare. Pupils say there is name-calling but adults always sort it out quickly. Pupils have a good grasp of different types of bullying and how to keep safe because the school has an excellent programme to teach them about this. When pupils are troubled the school responds quickly by providing counselling in a special room called 'The Ark.'
- Pupils are keen to take on responsibilities and have many chances to do so, for example as members of the school council.
- Attendance has improved to average levels over the last two years. School leaders have made a concerted effort to raise rates of attendance, for example by contacting parents on the first day of absence. Pupils are punctual to lessons because they are keen to learn.

### The leadership and management

are good

- The headteacher's clear lead promotes excellent teamwork and secures everyone's commitment to the welfare and progress of pupils. The headteacher gets excellent support from a strong leadership team and together they have tirelessly driven forward improvements to teaching. As a result, achievement is rising. The number on role is increasing as more parents seek a place for their children.

- The headteacher and governors have established excellent methods for checking the quality of teaching, managing the performance of teachers and reviewing the progress of pupils. The appraisal of teachers is effective and everyone is set targets for improvement that help to raise achievement. Lessons are observed by all leaders and there are regular checks on pupils' books to see how well they are doing.
- Training is well organised to meet teachers' individual needs and school priorities and, consequently, teaching is refreshed by new practice. For example, achievement in writing and mathematics has improved because leaders have provided training to improve the way these are taught. However, leaders recognise further work is required to improve reading and writing, so this remains a priority in the school's plans.
- All leaders and governors are ambitious to make learning interesting and exciting. Visits to museums and residential trips to climb mountains and cycle through forests capture pupils' imagination. Pupils have many worthwhile opportunities to play sport and enjoy singing and playing the recorder.
- Leaders and governors ensure good provision for pupils' spiritual, moral, social and cultural development. The programme for personal development is successful in supporting pupils whose circumstances make them vulnerable. All pupils learn and play well together because leaders foster good relations and make sure discrimination is tackled firmly and there is equal opportunity for all to flourish.
- Leaders and governors have made sure pupil premium funding provides additional teaching and the attainment of pupils in receipt of this is rising.
- Leaders and governors value the support of the local authority because this enables links to be made with other schools.
- **The governance of the school:**
  - The governing body ensures all safeguarding requirements are met. Governors support the headteacher well in managing teachers' performance and pay-related issues, and challenge when this is needed. They have a good grasp of the data on pupils' progress and of the quality of teaching because they visit classes and check the school's achievement information. Governors handle pupil premium funding well to raise achievement. They stoically face up to the challenge of making sure the dated building is appropriately maintained.

## 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

<b>Unique reference number</b>	106417
<b>Local authority</b>	Wigan
<b>Inspection number</b>	403014

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

<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>	236
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dorothy Harrison
<b>Headteacher</b>	Damon Donaldson
<b>Date of previous school inspection</b>	5 December 2007
<b>Telephone number</b>	01942 760036
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