

# Bridgewater Primary School

Bridgewater Street, Little Hulton, Manchester, M38 9WD

**Inspection dates** 3–4 July 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 achieve well during their time at school and leave well prepared for their next stage in education. This year, pupils leaving are on track to do as well as others across the country.
- Considering their starting points, pupils learn well at the school and make good and sometimes high rates of progress due to the good-quality teaching.
- Teaching is consistently good and a small proportion is outstanding. Lessons are active and provide engaging and challenging learning. Writing is a particular strength and pupils are given every opportunity to improve their writing skills, including when they first arrive in the Nursery.
- Pupils are proud of their school. They get on very well together and are keen to learn. They feel safe and secure in the highly supportive environment. They attend regularly and most participate well in their lessons.
- The substantive headteacher has returned after a period of working with another school. She rejoins a very able deputy headteacher and senior leadership team who, together with good-quality governance, have secured the improvements needed since the last inspection.
- The curriculum improvements have been well secured. Pupils undertake topic work that includes learning about ancient Aztecs, Egyptians, the Tudors and the Victorians. Pupils produce high-quality, three-dimensional artwork which is proudly on display around the school. This is supported by pupils' equally excellent written work.

### It is not yet an outstanding school because

- Not enough teaching is outstanding and so pupils do not always make fast enough progress.
- Some marking of pupils' work is not always helpful in moving them on further.
- There are occasions when some pupils lose concentration in lessons and do not always learn well enough.

## Information about this inspection

- Inspectors observed eight teachers teaching 14 part-lessons across each key stage and including the Nursery and the Reception classes. Three lessons were jointly observed with inspectors by the headteacher and deputy headteacher.
- Meetings were held with pupils, teaching staff, middle and senior leaders and two representatives from the governing body.
- A telephone conversation was held with a representative from the local authority.
- Inspectors scrutinised a wide range of documentation including: pupils' work; data relating to the progress of current classes and individual pupils; records of the monitoring of teaching; minutes of meetings held by the governing body; the school's self-evaluation documents and the school development plan. A wide range of policies were scrutinised.
- Inspectors took account of 24 staff responses from those who returned the inspection questionnaires and 28 responses from parents from Parent View on the Ofsted website.

## Inspection team

Peter Cox, Lead inspector

Additional Inspector

Kathleen Harris

Additional Inspector

## Full report

### Information about this school

- This is a smaller-than-average-sized primary school.
- Most pupils are White British with English as their home language. The proportion of pupils at an early stage of learning English as an additional language is much lower than that seen nationally.
- The proportion of pupils supported through school action is above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is over twice that seen nationally.
- There is an above-average proportion of pupils known to be eligible for the pupil premium. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after by the local authority.)
- The school meets the government's current floor standards that set the minimum expectations for pupils' attainment and progress.
- Bridgewater Primary is a Dyslexia Friendly school and has many national awards including Artsmark Gold and Healthy School status.

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

- Increase even further the rates of progress pupils make across all classes by:
  - increasing the proportion of teaching that is outstanding
  - ensuring that marking of pupils' work is sharply focused on what they need to do to improve
  - ensuring that every pupil is given the opportunity to respond to their teacher's comments.
- Secure greater participation of some pupils in their learning so that all move on at a rapid pace and do not lose concentration.

## Inspection judgements

### The achievement of pupils is good

- Children's skills are usually below expectations for their age when they join the Nursery class and sometimes well below. They make good progress in early literacy and numeracy because of the uncompromising focus the school has on developing these basic skills. Children are happy and secure in the Early Years Foundation Stage. They enjoy coming to school and are able to express themselves clearly and confidently in conversations.
- Children's progress in learning about letters and their sounds (phonics) is good, as is their development in writing, because their teachers tailor the work closely to children's ability and interests.
- The current Year 1 phonics screening check shows an above-average proportion of pupils achieving the expected standard. The standard of reading in Years 2 and 6 is average.
- Pupils' progress in learning across Key Stages 1 and 2, including the progress of those known to be eligible for free school meals, is good because of the good-quality teaching they receive. Their attainment in English and mathematics when compared to that of other pupils in the school is lower but the gap is closing quickly.
- By the end of Year 6 those pupils who left in 2012 attained results in English and mathematics that were below average when compared with other primary schools, although a number of pupils did not sit the external examinations, which had a negative effect on the school's overall results. However, given their starting points, which were considerably lower than expected for their age, this level of attainment still represented good progress.
- The accurate school data indicate that the dip in results recorded last year will not recur in 2013. The current Year 6 pupils are making good progress and are on track to attain average standards in English and mathematics. Some pupils make significant gains in their learning by the time they leave, equipping them very well for their secondary school career.

### The quality of teaching is good

- Teaching is good in the school and occasionally outstanding. However, it is not consistently outstanding to ensure that pupils make sustained, high rates of progress over a number of years.
- Children learn well in the Nursery and Reception Years because teachers and other adults constantly encourage them to listen carefully and talk about their learning. Learning continues well in the outdoor area where children were seen to be playing hopscotch and basketball. In these games numeracy was promoted along with much enjoyment and engagement.
- Teachers' assessments of pupils' learning are very accurate and the marking of their work is clear. Good practice was seen in some classes where pupils are given time to respond to teachers' comments which often detail what pupils must do next to improve. However, not all teachers are employing this strategy.
- Good-quality presentation of work is encouraged. Pupils graduate to using fountain pens once they are confident in their writing. Many striking examples of extended pieces of writing were seen around the classrooms and corridors, along with high-quality, three-dimensional artwork that would not be out of place in a secondary school art department.
- Lessons are well planned and contain activities that pupils enjoy. Teachers' explanations are usually brief and pupils are able to get on with their learning quickly. However, there are times when some pupils are expected to sit and listen for lengthy periods and their concentration wanes.
- Relationships are good between teachers and pupils. High expectations are set and politeness and kindness promoted well. In the Year 1 class the attention of the pupils was grabbed by the teacher who asked her pupils to 'show me seven'. Each child stopped immediately and after

some deep thought promptly and successfully held up seven fingers and thumbs.

- Disabled pupils and those with special educational needs receive well-targeted support in class, in small groups and sometimes through one-to-one support when required. Disabled pupils were seen taking a full part in a PE lesson where hockey stick techniques were being taught. The lesson was lively, competitive and inclusive of all. Discrimination of any kind is not tolerated by pupils or staff.

### **The behaviour and safety of pupils are good**

- Pupils' attitudes to learning are good. They are attentive and supportive of each other in lessons. Their behaviour at playtime and lunchtime is good. Pupils were observed playing happily together and were keen to know what the inspectors thought of their school.
- Pupils are insistent in saying that they feel happy and safe. They know of the many forms that bullying might take and are confident that adult help is available should a problem arise. School records show that inappropriate behaviour is exceptionally rare.
- Attendance has improved since the last inspection and is now average. Pupils enjoy coming to school and those spoken to in Year 6 have fond memories of their time at Bridgewater.
- Staff questionnaire responses were unanimous in agreeing that pupils' behaviour was good. The overwhelming majority of parents who responded to Parent View responded similarly.
- In an outstanding assembly pupils entered the hall singing wholeheartedly a popular song, 'Shine'. The theme of the assembly was 'Heroes'. Pupils were engaged in a question-and-answer session, with all being keen to contribute. The assembly message that they could all be heroes in their community, being selfless and supportive of others, led to a period of silent reflection by the pupils.

### **The leadership and management are good**

- The headteacher and her team lead and manage the school well. During the headteacher's secondment the deputy headteacher ran the school in an acting headteacher capacity. Improved pupil achievement has been secured through consistently good teaching. The school has accomplished much since its last inspection and continues from strength to strength, demonstrating good capacity to improve even further.
- The monitoring of the quality of teaching is thorough and accurate. Formal observations are undertaken periodically and perceptive feedback given to teachers and their assistants that help improve their practice further. Training is designed and delivered when necessary. There is a clear understanding by all staff of the importance of securing improved achievement by pupils. Teachers understand how this links to the management of their performance and any pay progression.
- An exciting and vibrant curriculum across both key stages and in the Early Years Foundation Stage supports the development of pupils' basic skills and creativity. There is a strong focus on writing and many opportunities exist for pupils to read widely. The study of different cultures and communities around the world promotes pupils' social, moral, spiritual and cultural development very well.
- With a large pupil premium funding allocation, careful thought has gone into how best to support pupils. The progress of pupils known to be eligible for the funding is checked regularly.
- Policies and procedures for safeguarding are in place and meet requirements.
- The local authority provides appropriate challenge and support to this good school.
- **The governance of the school:**
  - Governors have an earnest commitment to the school's further improvement. They are understanding of the school's performance and have good systems and procedures for the management of financial and other business. This includes the setting of objectives and targets for the headteacher and arrangements for staff pay progression in relation to the appraisal of their work. They are knowledgeable on how the quality of teaching impacts on

pupils' achievement and some offer their own educational skills and experience to the school.

## 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>	105912
<b>Local authority</b>	Salford
<b>Inspection number</b>	400053

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>	219
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Terry Stringer
<b>Headteacher</b>	Emma Ford
<b>Date of previous school inspection</b>	22 June 2011
<b>Telephone number</b>	0161 7902281
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