

# Bridgemere CE Primary School

Bridgemere Lane, Nantwich, Cheshire, CW5 7PX

**Inspection dates** 13–14 February 2014

|                                |                      |              |          |
|--------------------------------|----------------------|--------------|----------|
| <b>Overall effectiveness</b>   | Previous inspection: | Satisfactory | 3        |
|                                | 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.

- Teaching is good. Teachers have high expectations of pupils and use a wide range of strategies to involve and motivate them. As a result, pupils make good progress in lessons and over time across the school.
- By the end of Year 6, attainment in mathematics, reading and writing are above average. Pupils' progress from their various starting points is good in both English and mathematics.
- Sensitive and very well-planned support for pupils with special educational needs enables these pupils to make good progress and participate fully in activities alongside their classmates. Well-tailored support for pupils supported by pupil premium funding enables these pupils also to make good progress.
- Behaviour is good, pupils are keen to learn and attendance is above average. Pupils say that learning is fun and that they feel safe.
- The school's own evaluation of its work is accurate and based upon the rigorous analysis of pupils' progress. Actions taken to improve teaching and the curriculum have proved successful in significantly raising attainment and in increasing the rate of progress pupils make.
- Good planning for pupils' spiritual, moral, social and cultural development enables them to thrive in a supportive learning community, take responsibility and grow in confidence.

### It is not yet an outstanding school because

- Teaching is not yet outstanding. Pupils are not always given the guidance they need about how to improve their work, particularly with regard to the accuracy of their writing in subjects other than English.
- Achievement is not yet outstanding. The proportion of middle-ability pupils gaining the higher levels in English and mathematics is not yet high enough. The work for these pupils is sometimes too easy.

## Information about this inspection

- The inspector observed ten lessons, including short visits to other activities led by teachers and trained assistants. All of these observations were carried out jointly with the headteacher.
- A group of pupils from Years 1 to 6 met with the inspector. Discussions were also held with staff, including senior leaders. Meetings were conducted with members of the governing body and the inspector held a discussion with a representative from the local authority.
- The inspector took into account 27 responses to the on-line questionnaire (Parent View) and 11 responses to a questionnaire completed by staff during the inspection.
- The inspector scrutinised pupils' work with the headteacher and read a range of documents. These included documents about the school's strategies to enable leaders to gain an accurate view of its performance, school improvement plans, pupils' current progress, policies and records on safeguarding, behaviour and attendance.

## Inspection team

Judith Tolley, Lead inspector

Additional Inspector

## Full report

### Information about this school

- Bridgemere is much smaller than the average-sized primary school.
- Most pupils are of White British heritage. The proportion of pupils from minority ethnic groups is low, as is the proportion of pupils who speak English as an additional language.
- The proportion of pupils supported by pupil premium funding (additional funding for pupils known to be eligible for free school meals, those looked after by the local authority and children of service families) is lower than that usually found.
- The proportion of pupils supported at school action is below average. The proportion supported at school action plus or with a statement of special educational needs is lower than average. This fluctuates from year to year because of the small numbers on roll.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- The school offers parents the opportunity to pay for extra nursery hours by running 'Bubbles Pre-School' as part of the Early Years Foundation Stage.
- Since the last inspection there have been significant changes in staff.

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

- Improve the quality of teaching so that it is outstanding and thereby raise attainment and increase the rate of pupils' progress further by:
  - ensuring that teachers always use assessment information effectively in lesson planning to provide work of a high enough level of challenge, especially for pupils of middle ability
  - making sure that marking always gives pupils the guidance they need to improve their work, particularly their writing in subjects other than English.

## Inspection judgements

### The achievement of pupils is good

- Pupils make the progress expected of them from their starting points and more pupils than nationally make more than the progress expected of them in English and mathematics.
- Many children enter the school in the Nursery and Reception classes with skills and knowledge that are below those expected for their age. They make good progress in the Early Years Foundation Stage. They make particularly good progress in developing their speaking, reading, writing and their personal skills so that most enter Year 1 as confident learners, with skills that are broadly typical for their age. They make good progress in English and mathematics as they move through the school. By the end of Year 6, standards in reading, writing and mathematics are above average.
- In 2013 there was a dip in the standards reached by pupils, especially in writing at the end of Year 6 and few pupils made more than expected progress. However, work seen during the inspection indicates that standards have improved significantly over the last year across all year groups. Gaps in the performance of different groups have closed and pupils now make consistently good progress in reading, writing and mathematics.
- The most-able pupils make good progress from their starting points in mathematics, in reading, and in writing, with some reaching the highest levels by the end of Year 6. However, some pupils of middle ability are not challenged often enough and so do not reach the higher standards of which they may be capable.
- Pupils write effectively, and at length, for a variety of purposes and audiences and use a good range of vocabulary and structures. Achievement in writing and reading has improved recently, with all pupils now making the progress expected of them and many making more than expected progress.
- The school's work to promote good handwriting is proving very successful and pupils, even the youngest, take great pride in the presentation of their work. However, the quality of their written work is sometimes marred by the inaccuracy of their spelling.
- By the end of Year 6, most pupils read a variety of texts with a good level of fluency and understanding. Most are able to talk in detail about what they have read and have enjoyed. Boys' achievement and their enjoyment of reading have recently improved as a result of the introduction of a range of reading materials which better engages their interest and gets them thinking.
- Disabled pupils and those with special educational needs make the same good progress as their peers do as a result of the extra support they receive in lessons.
- The extra support, such as extra help in the classroom and support from teaching assistants that the school provides with the additional funding for pupils eligible for the pupil premium enables these pupils to reach their targets and to make the same good progress as that of their peers. Gaps between the attainment of pupils known to be eligible for free school meals in English and mathematics and their class mates are closing.

### The quality of teaching is good

- Teaching is consistently good and often outstanding. Pupils display enthusiasm for learning, especially when activities challenge them to think things out for themselves or solve problems. When this is the case they display high levels of concentration and interest and engage in lively debates. In a Year 1 and 2 lesson, for instance, having gathered the evidence, pupils put the wolf in *The Three Little Pigs* story on trial. They presented their cases clearly, participated in a lively debate and, having weighed the evidence carefully, declared him innocent.
- In Years 5 and 6, pupils made good progress in developing their skills as scientists when investigating the relationship between the distance of an object from a light source and the size

and clarity of the shadows it produced. This was because they were clear about what they had to find out and worked effectively together in small groups, discussing their strategies and refining their investigations as they went along to ensure that it was a fair test.

- Teachers and teaching assistants work effectively together. They ask pupils searching questions to get them thinking and to see how much they have understood or to challenge them to solve problems for themselves. Children in the Reception class produced and explained maps of their way to school, for instance, as a result of a discussion with the teacher.
- Work is usually well matched to pupils' capabilities and presents an appropriate challenge for different groups. For instance, in a Years 3 and 4 lesson on mathematics all pupils found ways to present their findings on bar charts and to interpret them with varying degrees of difficulty. Occasionally, however, the work set for middle-ability pupils is too easy and does not allow them to progress further.
- Pupils' work is marked regularly. Pupils are usually given good guidance about how to improve their work. There are instances of excellent practice within the school and in some cases pupils enter into a written dialogue with their teachers about their work. However, in subjects other than English, marking does not always give pupils the guidance they need to improve their writing, particularly their spelling.
- The impact of teaching on pupils' spiritual, moral, social and cultural development is good; it is particularly strong when pupils work together and can learn from each other.

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

- Behaviour is good. Pupils are considerate to each other and work and play very well together. They support each other well, for example, when working with a partner. They take responsibility very seriously and are proud of their contribution to the school, for example, as school councillors, as play leaders and as helpers for younger children.
- Disruption to lessons is rare and pupils work with enthusiasm, especially when given the opportunity to work on their own or in small groups to solve problems themselves. They listen carefully to others and respect their views.
- Pupils arrive punctually and settle quickly to lessons. They rapidly get the equipment they need and organise themselves well. They take care of equipment both in lessons and in the playground and behave well in the corridors and in the dining room, taking their roles as monitors and helpers seriously.
- Pupils have good relationships with adults, they say they feel safe and are confident that any poor behaviour is dealt with promptly and effectively. They are aware of the different forms of bullying, such as name-calling and cyber-bullying and how to deal with it.
- The school's work to keep pupils safe and secure is good. Pupils are taught well how to stay safe and have a good understanding of the importance of a healthy lifestyle. They value the wide range of extra-curricular activities, including sport, that is provided. These contribute to their health and well-being.
- Attendance has improved and is now above average. Persistent absence has decreased, as a result of the good work the school is doing in encouraging attendance and pursuing those families whose children do not attend regularly enough.
- Pupils who may have challenging behaviour are supported very effectively to make good choices and, as a result, incidences of poor behaviour are very rare. Pupils understand and value the new behaviour policy. As a result, behaviour has improved and exclusions decreased.

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

- The headteacher, strongly supported by the senior leadership team, provides very clear

direction. The members of the leadership team completely understand the strengths of the school and what could be improved further, based on a close analysis of pupils' progress and monitoring of teaching and learning. As a result, standards have recently improved and progress accelerated in both English and mathematics.

- Teaching and learning are closely monitored by senior leaders and teachers are effectively supported. Teachers work well as a team of middle leaders to plan the curriculum and to share good practice. They have worked together very effectively to implement the new reading scheme, to develop problem-solving skills and to improve handwriting. This has resulted in a consistent approach across the school and is a major factor in raising standards and in ensuring continuity as pupils move through the school.
- The senior leadership team has a detailed analysis of pupils' progress and this is used effectively to trigger timely interventions for pupils. A comprehensive system to check how well individual teachers perform is linked to the pay scales and used to identify training for teachers.
- Safeguarding meets government requirements and discrimination in all its forms is rejected.
- The school works well with local agencies and the local network of schools, including the high school. Its work with parents helps pupils to settle well to learning. This includes detailed information through newsletters as well as opportunities for parents to 'stay and play' in the early Years Foundation Stage so that they can help their children with their learning at home. The school is committed to providing an equal opportunity for every pupil.
- The curriculum is good and provides an imaginative range of activities where pupils can develop their reading, writing, mathematical and investigative skills in a variety of contexts. It has been successfully adapted to better meet the needs and interests of pupils. This has been particularly successful in closing the gaps in performance that existed between boys and girls in reading and writing and in engendering an enthusiasm for learning through problem-solving activities. The curriculum is enriched by a wide variety of activities and visits out of school that enhance pupils' learning and which promote pupils' physical well-being and their personal development. Pupils also benefit from specialist teaching in sports and physical education.
- The new primary sport funding is being used well to provide extra coaching for sports activities and to improve class teachers' practice. This is not only promoting pupils' physical development and well-being effectively, but also ensuring that this will continue.
- Since the previous inspection, the local authority has provided effective support for this school to ensure continued improvement.
- **The governance of the school:**
  - The governing body has a good understanding of the school's strengths and areas which need to be improved. Governors are fully involved in the day-to-day life of the school. They check the school's performance, including data that show pupils' attainment and progress. As a result, they challenge the school effectively, ask searching questions and hold leaders to account. They set challenging targets and have a clear understanding of the performance of staff, including how good performance is rewarded and any underperformance is tackled. The efficiency of spending is scrutinised, for instance, the effectiveness of the use of pupil premium and sports funding. Governors ensure that safeguarding requirements are met.

## 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> | 111343        |
| <b>Local authority</b>         | Cheshire East |
| <b>Inspection number</b>       | 430954        |

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>                     | Voluntary aided                    |
| <b>Age range of pupils</b>                 | 3–11                               |
| <b>Gender of pupils</b>                    | Mixed                              |
| <b>Number of pupils on the school roll</b> | 83                                 |
| <b>Appropriate authority</b>               | The governing body                 |
| <b>Chair</b>                               | Jan Morgan (Acting COG)            |
| <b>Headteacher</b>                         | Jane Dickinson                     |
| <b>Date of previous school inspection</b>  | 27 March 2012                      |
| <b>Telephone number</b>                    | 01270 520271                       |
| <b>Fax number</b>                          | 01270 520271                       |
| <b>Email address</b>                       | admin@bridgemerece.cheshire.sch.uk |



Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', 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).



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 and as part of the inspection.

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 2014

