

Bowbridge Primary School

Bailey Road, Newark, NG24 4EP

Inspection dates 30 September–1 October 2014

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

Summary of key findings for parents and pupils

This is a good school.

- The inspiration and drive of the headteacher, and a very effective senior leadership team, have ensured that teaching is consistently good. In some year groups, it is outstanding.
- Pupils make good progress and achieve well from their different starting points. As a result, standards in reading, writing and mathematics have risen.
- Teachers' assessments are accurate and used very effectively to check on the progress pupils are making to achieve their learning targets.
- Well-planned provision for children in the Early Years Foundation Stage means children become increasingly confident and make good progress.
- Teachers' marking of pupils' work is exemplary. They are given very clear guidance on how to improve.
- Governors fully understand the strengths and areas to develop within school. They are rigorous in checking its work and holding staff to account.
- Pupils' behaviour is good. Their enthusiasm for learning contributes well to their good achievement.
- The school successfully engages increasing numbers of parents and carers in their children's education. Attendance has risen as a result.
- Pupils' spiritual, moral, social and cultural development is promoted exceptionally well. This contributes to the exceptionally strong sense of community in the school.
- Pupils feel very safe in school. They have very positive relationships with each other.
- Disabled pupils and those who have special educational needs make good progress because they have particularly well-focused individual support.
- The curriculum promotes achievement well and is enhanced by an excellent range of sporting and other activities beyond lessons.

It is not yet an outstanding school because

- Occasionally, teachers do not match work closely enough to pupils' abilities.
- There is inconsistency in the extent to which teachers use questioning to deepen pupils' knowledge and understanding, and to develop their language skills.

Information about this inspection

- The inspectors observed teaching and learning in 26 lessons. Several lessons were observed jointly with members of the senior leadership team. Senior leaders also joined the inspectors in reviewing pupils' written work.
- The inspectors observed the breakfast club and made a number of short visits to classrooms.
- Pupils were observed at break and lunchtimes.
- The inspectors held discussions with the headteacher, staff, pupils, five members of the governing body and a representative of the local authority.
- Groups of pupils of different ages were heard reading.
- The inspectors took account of the 35 responses to the staff questionnaire and the 51 responses to the Ofsted online questionnaire (Parent View). Inspectors also met with some parents and carers at the start of the school day.
- Inspectors looked at the school's policies, teachers' plans, samples of pupils' work, school improvement planning and records on behaviour and safety. Inspectors also looked at information on individual pupils' progress and teachers' performance, and records of meetings held by the governing body.

Inspection team

Kenneth Thomas, Lead inspector	Additional Inspector
Karen Lockett	Additional Inspector
Mark Redmile	Additional Inspector

Full report

Information about this school

- This is an above-average size primary school.
- Most pupils are of White British backgrounds.
- The proportion of disadvantaged pupils for whom the school receives the pupil premium is well above average. This is additional government funding for particular groups such as pupils known to be eligible for free school meals and those in local authority care.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average, while the proportion supported through school action plus is average. There are no pupils with education, health and care plans.
- 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 that is managed by the governing body.
- The headteacher took up his post in April 2012.

What does the school need to do to improve further?

- Further improve the quality of teaching and raise achievement by ensuring that:
 - the work set in lessons is suitably challenging for pupils of all abilities
 - teachers make more effective use of questioning to deepen pupils' knowledge and understanding, and to develop their language skills, particularly in the Early Years Foundation Stage.

Inspection judgements

The leadership and management are outstanding

- At the heart of this rapidly improving school is the inspirational leadership of the headteacher. Since taking up his appointment, he has developed a highly effective leadership team. Together they guide the work of the school exceptionally well. They have the total support of staff and governors.
- New procedures for the systematic checking of pupils' progress and evaluation of the school's work have been introduced. These are accurate and ensure that improvement planning is sharply focused on identified weaknesses. This is supported by subject and other leaders, who rigorously check performance in their areas of responsibility. They support the constant drive for improvement that has underpinned the rise in standards.
- Improvement planning is supported by highly effective procedures for evaluating individual teachers' performance and setting targets that are based on the impact of teaching on pupils' progress. These procedures have underpinned the decisive management action that has been taken to eliminate weaknesses in teaching. This, allied to very high expectations of teachers' performance, has had a marked effect on standards because everyone knows exactly what is required of them.
- Assessment is used very effectively to place pupils in sets based on ability for the teaching of English and mathematics. This, together with the restructuring of staffing, has reduced the size of teaching groups for these subjects and helped to raise standards. Assessment is also used very well to identify weaknesses and to check the effectiveness of any support provided for pupils who need extra help. Following the decision nationally to remove National Curriculum levels, the school is working with other local schools to develop common assessment procedures.
- Pupil premium funding is used effectively to provide academic and personal support for eligible pupils through, for example, additional staff and resources. The progress of eligible pupils, disabled pupils and those who have special educational needs is rigorously checked to ensure that the variety of support provided helps these pupils to make faster progress.
- The imaginative curriculum promotes achievement well. With an appropriate emphasis on the development of literacy and numeracy skills, the curriculum is enhanced by an attractive variety of creative activities, after-school activities and visits out of school. The innovative and well-used Community Cafe, provides refreshments for parents and carers, and gives pupils opportunities to develop enterprise skills through, for example, sales and purchases.
- Pupils' spiritual, moral, social and cultural development is fostered exceptionally well through the curriculum and the excellent role models presented by staff. The school promotes a tolerant appreciation of racial and religious differences, and pupils develop a very good understanding of democratic procedures; for example, by applying for posts of responsibility in the school.
- The school has a history of high participation rates and success in a wide range of sporting activities. Very good use is made of the additional sports funding to employ additional specialists to work alongside and develop the skills of class teachers as well as extending the range of sporting activities for pupils. These promote the development of healthy lifestyles effectively.
- The school has very positive relationships with the overwhelming majority of parents and carers, and is successfully engaging more hard-to-reach families in their children's learning. This has contributed to the sharp rise in attendance and is having a very positive impact on pupils' progress and achievement. It also demonstrates the school's commitment to equality of opportunity and the elimination of discrimination.
- The school provides parents and carers with detailed information on their children's progress and achievements. The website gives a great deal of information about the organisation of the school and how children learn. Newsletters provide regular updates.
- Because the school is successful, it is seen as requiring little support from the local authority.

■ The governance of the school:

- The governing body fulfils its duties well and is rigorous in setting and reviewing the headteacher's targets for improving the school. Governors are well informed by reports from the headteacher and visits to the school. They have a good knowledge of the quality of teaching and how the school's performance compares with that of other schools. They understand the targets that are set for teachers to improve their work and apply them to link teachers' pay to pupils' progress. The governing body manages funding conscientiously and is fully informed of how the pupil premium and the additional sports funding are being used to raise standards and enhance pupils' health and well-being. They ensure that all national requirements are met, including those relating to child protection and safeguarding.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. The vast majority of pupils display good attitudes to learning and behave well, both in lessons and around the school. Parents and carers, staff and pupils agree that behaviour is typically good.
- All pupils spoken to said that they enjoy being at school. They are committed to their work and willing to persevere when they have difficulty. They show respect for adults and the school environment, and try their best to present their work neatly.
- Effective management action has led to a sharp improvement in attendance, which reached the national average in the last school year. Present attendance figures show that this improvement is being maintained. Persistent absence has been reduced and few pupils have been excluded in the past two years. Pupils are generally punctual at the start of the school day.
- Pupils from all backgrounds get on well with each other. They are friendly and care for each other well. Because most pupils conform to adults' consistently high expectations of behaviour, the school has a calm and purposeful learning environment.

Safety

- The school's work to keep pupils safe and secure is good. Access to the school is secure and all visitors are appropriately checked. All staff are rigorously checked prior to appointment.
- Pupils feel safe in school and are confident that adults will look after them well if they have any concerns. The fact that bullying or harassment of any kind will not be tolerated is made very clear.
- Pupils understand about different kinds of bullying, including physical bullying, cyber-bullying and persistent name-calling. They say that, while there have been a small number of instances of bullying in the past, they are not aware of any current issues. They are confident that, were there to be any incidents, these would be quickly dealt with by adults.
- The breakfast club is well supervised and provides the pupils who attend with a very welcoming, friendly and nutritious start to the day.

The quality of teaching is good

- Teaching that is mostly good and some which is outstanding underpins the rise in standards and more rapid progress pupils are making. English and mathematics are taught well throughout the school.
- Teachers communicate enthusiasm for learning. This helps to develop pupils' positive attitudes to learning and the good behaviour seen in lessons. Pupils are able to concentrate on their work without distraction.

- Attractive displays of pupils' topic, writing and number work provide prompts for learning and make classrooms bright and stimulating working environments.
- Teachers provide pupils with clear outlines that let them know what they are going to learn. These are referred to regularly so pupils can check how well they are doing. In a Year 6 mathematics lesson, for example, pupils made rapid progress in calculating the area of irregular shapes because the teacher constantly checked and corrected misunderstandings before moving learning on.
- Teachers and teaching assistants work well together to make sure that the work given to disabled pupils and those who have special educational needs, and those eligible for the pupil premium, challenges all at the right level. Pupils' progress is checked at regular intervals to make sure that no-one is falling behind.
- The teaching of physical education and sport is a particular strength. Subject specialists work each week with pupils and share their expertise with teachers, helping to improve their teaching.
- Pupil premium funding is used well to supplement teaching support and resources for pupils for whom the funding is intended. This helps to make sure that these pupils' progress is at least comparable to others in English and mathematics.
- Exemplary marking provides pupils with clear guidance on how to improve their work, and teachers make sure that pupils respond to this advice.
- Most teachers make good use of assessment information to plan work that is suitably demanding for all groups of pupils, including those capable of reaching higher levels. In a few lessons, however, the work set for the most and least able is too similar and is either too easy or too hard for pupils working at different levels.
- While there are examples of the effective use of questioning to stimulate pupils' thinking and deepen their understanding, questions are at times too closely directed towards drawing out an expected answer and do not encourage pupils to think deeply enough for themselves.

The achievement of pupils is good

- Children start in the Early Years Foundation Stage with skills that are generally low, in all areas of learning, in relation to those expected for their age. Although they make good progress in the Nursery and Reception classes, very few achieve the Early Learning Goals (the standards set for this stage) by the time they join Year 1. Speaking and early reading, writing and number skills remain particularly weak.
- Pupils make good progress in Key Stage 1. As a result, standards in reading, writing and mathematics at the end of Year 2, although below average, are rising. The 2014 assessments and pupils' current work show that standards in reading, writing and mathematics are above those achieved in 2013.
- Weaknesses in teaching have contributed to standards in English and mathematics at the end of Year 6 being well below average over recent years. The eradication of these weaknesses has led to a sharp rise in standards. The 2014 test and assessment results show that standards in reading, writing and mathematics were close to the 2013 national average. These results represent good achievement when pupils' starting points are taken into account.
- Reviews of pupils' work and school assessment information show that current pupils are making good progress and that the rise in standards is being maintained.
- From low starting points in language and communication, pupils make steady progress in learning letters and the sounds they make (phonics). Although teaching is good, the progress they make is not rapid enough to make up for the earlier weaknesses. As a result, although there was a rise in the

proportion reaching the levels expected in the Year 1 phonics screening check in 2014, the result was still below the expected level. A minority needed more time to reach the expected level, which virtually all did by the end of Year 2.

- The most-able pupils make good progress because expectations of what they can achieve are high and the work set for them in most lessons is challenging. As a result, they exceed the expected rate of progress. In 2014, the proportions reaching the higher Level 6 in mathematics, writing and grammar, punctuation and spelling, were above the 2013 national percentages at these levels.
- Disabled pupils and those who have special educational needs make good progress because assessment information is used well to check their progress and make sure that work in lessons is suitably challenging.
- At the end of Year 6 in 2013, pupils eligible for the pupil premium were two terms behind their classmates in mathematics and about a term behind in reading and writing. Gaps between these pupils and pupils nationally who are not eligible for funding were wider because overall attainment was below average. The school is using the designated funds well to support these pupils, through small-group and special teaching to raise writing standards. As a result, pupils who are eligible for additional support through the pupil premium make good progress.

The early years provision

is good

- Good leadership and management ensure that teaching in the Nursery and Reception classes is consistently good and meets the specific learning needs of children well. Because links with parents and carers are good, children settle very quickly in the Nursery classes, enjoy what they are doing, and go on to make good progress.
- Children quickly learn and accept adults' expectations of behaviour in lessons and around the school. This forms the basis of the good behaviour of pupils that contributes well to the school's positive learning atmosphere and pupils' improving progress and attainment as they move through Key Stages 1 and 2.
- Adults regularly observe and assess children's developing knowledge and skills and use this information well in planning the next steps children need to take in their learning.
- Children are provided with a variety of activities that capture their interests, help them to develop a range of skills and enable them to make good gains in their learning. Adults make sure that there is a mix of adult-led activities and those that children can choose for themselves.
- Good use is made of the well-resourced outside areas to extend what is being learnt in the classroom and provide opportunities for children to learn through experimentation. In one session, for example, a small group on Nursery children were using water as a lubricant to move objects along a sloping tube. Through trial and error, they discovered for themselves the angle at which the tube needed to be set for the objects to move.
- While adults regularly ask children about the things they are doing, not enough opportunities are taken to develop children's language skills by asking them to reformulate or extend their answers.
- Children are provided with good-quality care. All staff make sure that children are kept safe and healthy so that they are able to enjoy their learning. Excellent relationships and an emphasis on developing children's personal skills ensure that they become more confident as they move to Year 1.

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	132784
Local authority	Nottinghamshire
Inspection number	448592

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	504
Appropriate authority	The governing body
Chair	Sue Trentini
Headteacher	Lee Hessey
Date of previous school inspection	17 November 2009
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