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Rupert Maule  
Headteacher  
Bridge Learning Campus  
William Jessop Way  
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Bristol  
BS13 0RL

Dear Mr Maule

### **Additional, remote monitoring inspection of Bridge Learning Campus**

Following my remote inspection with Tracey Reynolds, Her Majesty's Inspector (HMI), of your school on 10 and 11 February 2021, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions that have been taken to provide education to all pupils during the current circumstances.

This monitoring inspection was conducted under section 8 (2) of the Education Act 2005 (as amended) and in accordance with Ofsted's published procedures for visiting schools while routine inspections remain temporarily suspended. It was additional to the usual monitoring process for schools that are judged to have serious weaknesses.

Following changes to government guidance and the imposition of COVID-19 (coronavirus) lockdown restrictions, this monitoring inspection was carried out remotely. As such, the range of evidence available to inspectors was narrower than would normally be the case during an on-site inspection. As a result, this letter provides a more limited level of assurance than our usual monitoring reports.

The inspection took place because the school was judged to have serious weaknesses at its previous section 5 inspection. The school's most recent section 5 inspection took place in May 2018.

Having considered all the evidence and taking into account the impact of COVID-19 on the school, I am of the opinion that at this time:

**Leaders and those responsible for governance are taking effective action to provide education in the current circumstances.**

## Context

- There have been relatively few staffing changes since the previous inspection. There is now a single chair of the local governing body. A new assistant headteacher oversees the teaching of reading and a new subject leader has taken responsibility for English in the primary phase.
- In the autumn term 2020, a small number of pupils had to work from home at some time. Leaders closed 'bubbles' in Reception, Year 6 and part of Year 8, for a short period.
- This term, approximately 10% of pupils are attending school. This includes the majority of pupils who are considered to be vulnerable and pupils with special educational needs and/or disabilities (SEND).

## Main findings

- Trust leaders, governors and school leaders have made a concerted effort to provide education for pupils in the current circumstances. Staff say that they feel valued and that you have clearly explained the reasons for any decisions taken. Pupils and parents agree that staff have provided high-quality care throughout the pandemic.
- Prior to March 2020, leaders had thought carefully about the curriculum and how it is taught. This provided the foundation for school improvement. The drive for improvement has continued, despite interruptions caused by the pandemic, to tackle weaknesses found at the last full inspection.
- Pupils follow the usual curriculum, whether at home or in school. Leaders have reflected on the quality of the remote learning the school provides. As a result, they made some appropriate adjustments to keep this engaging for pupils, and participation in learning at home has risen.
- You have ensured that there is now a consistent approach to the teaching of phonics. Leaders have identified that, although pupils can recognise letters and the sounds that they make, they are not always confident and fluent readers. To address this, leaders are developing a coherent approach to the teaching of reading that spans the full age range of the school. They have successfully prompted pupils to read a wider range of texts.
- While plans for the teaching of mathematics are well advanced, curriculum leaders in other subjects have not yet fully considered the essential content that pupils need to know, and the order in which this is best learned. This means pupils find it difficult to remember what they have learned before, and are not always prepared well for what will come next. Although teachers identify where pupils' knowledge is not secure, leaders do not reflect sufficiently on why misconceptions may arise in the first place.

- Leaders understand the needs of pupils in their local community and work hard to meet these. You have actively encouraged vulnerable pupils to attend school, so that they can receive the support they need. A large proportion of the children of key workers also attend on site. Staff are vigilant about pupil welfare. Their regular contact with pupils serves to check pupils' well-being and helps them to access the remote learning provided.
- Staff provide effective support for Year 11 pupils to complete their qualifications. Pupils who need direct classroom teaching to do so have been invited into school to complete the necessary work. This has resulted in a significant improvement in the proportion of pupils who are engaging in their learning at home.
- Leaders advise teachers on how to match support to the needs of pupils with SEND, although this guidance is not always specific enough to help pupils in all subjects. Pupils continue to work well with external staff, such as speech and language therapists, who provide the specialist support they need.
- Trust leaders and governors are mindful of staff well-being. They have taken the right actions to ensure school leaders can focus specifically on pupils and learning. Trust leaders and governors meet regularly together and with school leaders to discuss the challenges of the current circumstances and to plan for the return of all pupils.
- Leaders are curious about exploring the ways that pupils learn best, drawing on research to inform their decisions. They work closely with other school leaders in the trust and have carefully selected external advice to give them an outside perspective of how they can improve further.

## **Evidence**

This inspection was conducted remotely. We spoke to you, other senior leaders, the chair of the board of trustees, the multi-academy trust chief executive officer and local governors. In addition, we spoke to an external curriculum consultant who works with the school. We also took into account the views of pupils and staff.

We also reviewed school policies and other documentation. We looked at pupils' work and sampled some teaching sessions which had been recorded. We looked at responses to Ofsted's online questionnaire, Parent View, including two free-text responses.

I am copying this letter to the chair of the board of trustees and the chief executive officer of the Trust in Learning (TiLA) multi-academy trust, the regional schools commissioner and the director of children's services for Bristol. This letter will be published on the Ofsted website.

Yours sincerely

Sarah McGinnis  
**Her Majesty's Inspector**