

# Inspection of a good school: Britannia Bridge Primary School

Winifred Street, Lower Ince, Wigan, Lancashire WN3 4SD

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Inspection dates:

15 and 16 February 2022

## Outcome

There has been no change to this school's overall judgement of good as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

## What is it like to attend this school?

Pupils play a big part in making Britannia Bridge the welcoming school that it is. They try hard to live out the school's motto 'for each and everyone'. No one is left out. Pupils are happy in school. They are proud to belong to their school family.

Pupils understand what leaders expect of them. They know the school rules and try to always follow them. They are well behaved in lessons, at playtimes and in the dining hall. Pupils feel safe and well cared for by staff. They said that their play can become boisterous because they are competitive at games. This does not worry them. Pupils know that there is always an adult close by who will help them if they have any problems. Pupils say that bullying does not happen in their school. If it did, they would trust the adults to sort it out.

Pupils know the school's values. They said that they have 'heart' and want to be the very best that they can be. Leaders have improved the curriculum to help all pupils, including those with special educational needs and/or disabilities (SEND), accomplish this. However, in some subjects, improvements to the curriculum are at an early stage. Pupils do not achieve as well as they could in these subjects.

## What does the school do well and what does it need to do better?

Leaders have brought about many positive changes to the school in a short space of time. For example, they have introduced ambitious and well-ordered curriculums in reading and mathematics, including in the early years. They have ensured that all staff are equipped to deliver these curriculums well. Teachers understand the importance of finding out what pupils already know in these subjects. They use assessment strategies well to plan the next steps of learning. Pupils build on secure prior learning and achieve well as a result.

Leaders' work to improve the curriculum is ongoing in several other subjects. They have started to make clear the key knowledge that pupils should learn and the order in which it should be taught. However, leaders are still finalising their curriculum thinking. As a result, teachers are not clear about what content to deliver and when. This hinders teachers in designing learning that builds on what pupils know already.

Some subject leaders do not have a clear picture of how well pupils are learning curriculum content in their subjects. In turn, leaders have not provided teachers with sufficient guidance to deliver these curriculums well. For example, in these subjects, teachers do not use assessment strategies effectively to check that pupils have learned and understood earlier content. As a result, pupils struggle to make links with what they know already.

Leaders know how important it is for all pupils, including those with SEND, to read well. Staff in the early years encourage children to listen carefully for sounds. They introduce children to lots of new words through stories and play. Children begin to learn to read as soon as they enter the Reception Year. Leaders have recently introduced a new phonics programme. They have ensured that staff know how to deliver it well. Leaders have carefully adjusted this programme to address the gaps in pupils' knowledge resulting from the disruption caused by the COVID-19 pandemic.

Pupils practise reading using books that closely match the sounds that they know. They read regularly to adults in school and at home. This helps pupils to build their phonics knowledge securely over time. Pupils enjoy listening to the stories that teachers share with them each day. This inspires them to read a broad range of books independently. At the end of Year 6, pupils are prepared well for the reading challenges of the key stage 3 curriculum.

Leaders have ensured that staff are trained well to identify pupils with SEND. Leaders and teachers put effective support in place for these pupils. This helps pupils with SEND to access the same curriculum as the other pupils in their class.

Children in the early years make a confident start to school life. They quickly settle into the school's routines. They move effortlessly between activities and follow adults' instructions closely. Older pupils build on this positive start. This allows pupils in all year groups to learn without interruption.

Pupils enjoy helping others. Those who represent their classmates in the school parliament are proud of their role. They said that they help to make the school a better place. Leaders and staff share a common desire to help pupils to thrive, both in and out of the classroom. Leaders are gradually reintroducing the wide range of trips, visits and visitors that were in place before the COVID-19 pandemic began.

Leaders and governors recognise that the COVID-19 pandemic has increased the demands placed upon staff. That said, most staff appreciate leaders' actions to support their workloads.

In discussion with the headteacher, the inspector agreed that geography and religious education may usefully serve as a focus for the next inspection.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff and governors are well trained in keeping pupils safe. They understand their roles and responsibilities well.

Staff are vigilant about pupils' safety and well-being. They know how to record any concerns that they may have. Leaders are diligent in following up on these concerns. They work closely with parents and carers and a wide range of professionals and agencies to support families and protect pupils.

Leaders ensure that pupils know how to keep themselves safe. Pupils are taught how to identify potential dangers. This includes the risks involved when working and playing online.

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

### **(Information for the school and appropriate authority)**

- The curriculum is at an early stage of development in several subjects. Teachers have not had enough clarity about what content to deliver and when. As a result, pupils have not learned and remembered the knowledge that they need in these subjects as well as they should over time. Leaders should finalise their curriculum thinking so that teachers design learning that enables pupils to build on what they know already.
- Some subject leaders have not provided teachers with enough guidance to deliver curriculums consistently well. For example, subject leaders have not provided teachers with sufficient support to check that pupils know and remember more of the intended curriculums. This hinders pupils' progress. Leaders should ensure that teachers receive the support that they need to deliver these curriculums well.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in January 2017.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	106417
<b>Local authority</b>	Wigan
<b>Inspection number</b>	10211171
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	246
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Dorothy Harrison
<b>Headteacher</b>	Carol Pidgeon-Duncalf
<b>Website</b>	<a href="http://www.britanniabridge.co.uk">www.britanniabridge.co.uk</a>
<b>Date of previous inspection</b>	12 and 13 January 2017, under section 5 of the Education Act 2005

## Information about this school

- There have been several changes to the school's leadership team since the last inspection. A new headteacher and deputy headteacher have been appointed.
- Leaders do not make use of any alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in her evaluation of the school.
- The inspector spoke with the headteacher and other leaders in the school. The inspector spoke with three governors, including the chair of the governing body. She also spoke with a representative of the local authority and the headteacher's mentor.
- The inspector carried out deep dives in early reading, mathematics and geography. She talked with the curriculum leaders of these subjects. The inspector also visited lessons, looked at examples of pupils' work, held discussions with teachers and talked with pupils. The inspector considered the curriculum and samples of pupils' work from other areas of the curriculum.

- The inspector considered the views of parents and carers shared through Ofsted Parent View. The inspector also spoke with parents as they dropped their children off at school.
- The inspector spoke with staff about their workload and well-being. The inspector also considered the views of staff shared through the staff survey.
- The inspector checked the arrangements for keeping pupils safe. She reviewed documentation and spoke to leaders and staff about safeguarding.
- The inspector observed pupils' behaviour at lunchtime and around the school. She spoke with groups of pupils about their experiences at school, including how safe they feel. The inspector also considered the views of pupils shared through the pupil survey.
- The inspector considered a range of documentation shared by school leaders, including the school development plan, governors' minutes and leaders' self-evaluation document.

### **Inspection team**

Jackie Stillings, lead inspector

Her Majesty's Inspector

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