

Inspection of a good school: County Bridge Primary School

Anson Road, Bentley, Walsall, West Midlands WS2 0DH

Inspection dates:

17 and 18 May 2022

Outcome

County Bridge Primary School continues to be a good school.

What is it like to attend this school?

'Dream it! Believe it! Achieve it!' A bold vision that is the reality for pupils at this school. Pupils are polite and mature. Behaviour is exemplary.

Staff model and uphold high expectations for behaviour and learning. Pupils strive to always meet or exceed these expectations. They show disappointment in themselves and others on the very rare occasions that things go wrong. All pupils, including the very youngest, know that they are in school to learn. A Nursery child shares with their teacher, 'I love coming to school. It's important so you can learn things'.

Pupils leave school as respectful and responsible young citizens who hold many memories and values in their heads and their hearts. Pupils speak highly of clubs, visits and opportunities they have. Pupils feel safe. They say school councillors are 'mini-governors' who you can share problems with and they will help you. Eco-warriors encourage pledges to make the world a better place.

Pupils understand different types of bullying. They know that bullying is different to one-off disagreements. Pupils are adamant that you treat people the same way you wish to be treated. They say that bullying seldom happens but know that telling a trusted adult stops it.

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

Pupils proudly declare, 'We are a love to read school'. They are right. A multitude of activities, experiences and opportunities excite pupils to read. This love of reading begins from the moment the two-year-olds step through the door. Stories, nursery rhymes and the 'Love to Talk' backpacks are a way of life in the early years. The 'Treasure Box', 'Reader Leaders' and 'Peer Readers' build upon this to hook pupils into books. 'Reader Leaders' enjoy sharing their passion and skill in reading. This leads the way for others to become fluent readers who cannot wait to pick up a book.

Pupils develop a love of reading. This is because they learn, early on in school, to master the art of putting letter sounds together to make words. Staff teach phonics well and in a way that enables pupils to make good progress. Leaders ensure that all pupils move beyond the early reading stage as soon as possible.

Staff teach early mathematics in a structured and sequential manner. Children in 'First Steps' and Nursery receive a secure start to understanding number, shape, space and measures in practical and meaningful ways that form part of the everyday routines. Reception and Year 1 pupils build upon this learning. They achieve exceptionally well and are ready for the next stage of their education.

Leaders hold the curriculum under regular review. From the start of early years, there is a clear sequence, structure and cohesion in how subjects develop over time. Staff know what to teach and when. They also know what has come before so they can help pupils put new learning into context.

Leaders have recently strengthened the curriculum sequence progression within and across subjects. They are refining assessment procedures alongside this. Teachers use this information to teach the intended curriculum. However, pupils sometimes struggle to remember important knowledge to help them make sense of new concepts. This happens when teachers have not provided pupils with enough opportunities to revisit their prior learning. At other times, pupils use what they remember with confidence. For example, they applied their strong knowledge of electrical circuits when carrying out a science investigation. Children in the early years are building what they know in a practical and meaningful way.

Staff are proud to be a member of staff at the school. Teachers appreciate the support and resources they get for some subjects. Staff feel able to talk to the headteacher if they have worries. She listens and is responsive to their feedback. Leaders have put things in place to look after their staff. They recognise that recent changes are making a positive difference.

Leaders pay great attention to detail regarding the needs of all pupils, both personally and academically. Pupils with special educational needs and/or disabilities receive quality support because their needs are accurately identified. They, along with their peers, achieve well in all areas of school life. Pupils deal with setbacks and have the confidence, consideration and communication to be successful in life. Parents and carers agree. One, sharing the views of others, said, 'I have seen all of my children grow and flourish at County Bridge'.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff know the context and the area of the school well. They use this knowledge to spot and respond to concerns quickly. They work hand in hand with many agencies right from the beginning of a child's life in school. This makes a positive difference to pupils and families. Leaders check that adults are safe to work with children.

Pupils know how to keep safe in different situations, such as using technology, riding bikes or swimming. They know password security is better when you use numbers and letters and that there are minimum ages for computer games.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils remember recent learning but do not consistently draw upon what they know and remember in their learning over time. Leaders need to continue to embed the curriculum and consolidate the reflection strategies currently being developed so that pupils' progress is secured, and they can remember and apply their learning to help them understand new concepts that are taught.

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 December 2016.

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

Unique reference number	104189
Local authority	Walsall
Inspection number	10205172
Type of school	Primary
School category	Community
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	242
Appropriate authority	The governing body
Chair of governing body	Barbara Albert
Headteacher	Rabia Patel
Website	www.countybridge.walsall.sch.uk
Date of previous inspection	7 and 8 December 2016, under section 5 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.
- The school has nursery provision for two- to four-year-olds.

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 have taken this into account in their evaluation of the school.
- The inspector carried out deep dives in these subjects: early reading, science and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspector also looked at pupils' work and spoke to leaders and pupils about some other subjects.
- The inspector listened to a sample of pupils read.
- The inspector had formal meetings with the headteacher, other leaders, school staff and pupils. They also met with three members of the governing body.

- The inspector talked informally with pupils and staff to gather general information about school life. In addition, they took account of the responses to Ofsted's surveys of the views of staff, pupils, parents and carers.
- The inspector observed pupils' behaviour in lessons and at lunchtime. They spoke formally with groups of pupils, as well as talking to pupils in lessons and around school.
- The inspector met with leaders about the school's safeguarding procedures. They reviewed policies and records relating to safeguarding and behaviour. Inspectors spoke to pupils and staff about pupils' safety.
- The inspector reviewed a range of documentation, including the school's self-evaluation and improvement plans, minutes of governing body meetings and information on the school's website.

Inspection team

Kirsty Foulkes, lead inspector

Her Majesty's Inspector

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