

Inspection of a good school: Bailiffe Bridge Junior and Infant School

Victoria Road, Bailiff Bridge, Brighouse, West Yorkshire HD6 4DY

Inspection dates: 4 and 5 May 2023

Outcome

Bailiffe Bridge Junior and Infant School continues to be a good school.

What is it like to attend this school?

Pupils enjoy attending this welcoming school. Staff know pupils very well and have high expectations of them. Pupils behave well. On the playground, pupils are kind and respectful to one another. Bullying is rare. If pupils have any worries, including about bullying, they know that staff will help them. This helps pupils to feel safe.

The school's motto, 'focused on the future' is at the heart of everything this school has to offer. Leaders ensure that pupils study an ambitious curriculum. Teachers make learning purposeful for pupils. Pupils work hard and show resilience when work is challenging. Pupils gain the knowledge they need and are well prepared for their next steps.

Leaders provide pupils with opportunities to develop their talents and interests. They can take part in after-school clubs, such as well-being club and gymnastics. Pupils learn to be responsible citizens. For example, sports leaders lead activities at lunchtimes. Leaders have also established the CHIC (children helping in the community) club. Pupils work together to support their local community, for example, by litter picking.

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

Leaders have thought carefully about the curriculum that pupils follow. They have identified the important knowledge that they want pupils to learn. However, opportunities to help pupils to build on this knowledge, by making links between subjects, are sometimes missed. The curriculum for history is well established. Pupils actively participate in history lessons. They speak about how they find this learning both interesting and engaging. Teachers regularly check that pupils remember what they are learning. If teachers find any gaps in pupils' knowledge, these are promptly addressed. For example, teachers used a meter ruler to help pupils understand the distance in time between various historical events and the order in which these took place.

Leaders have prioritised reading. Staff are passionate about fostering a love of reading in all their pupils. They have a timetabled slot to read to pupils every day. There are many opportunities to enjoy reading in various places around school. In Reception, children

enjoy sharing books with adults, as well as reading books on their own. This begins right from the start of the Reception Year, where children learn the sounds that letters make. All pupils learn to read fluently. Staff match pupils' reading books well to the sounds that pupils know. There is a systematic approach to the teaching of reading. Staff apply this consistently. When pupils struggle or fall behind, teachers identify this quickly and help them keep up, through carefully focused support.

In early years, teachers provide children with many opportunities to explore. In mathematics, children enjoy getting to grips with number and learning to make different amounts. Staff also maintain a strong focus on the development of children's language and vocabulary. This prepares them well for key stage 1. Adults develop positive relationships with children. Children enjoy playing and learning in a variety of engaging activities. They develop their skills and knowledge across all areas of learning.

Pupils with special educational needs and/or disabilities (SEND) are well supported. They learn the same ambitious curriculum that leaders have established for all pupils. Leaders have made sure that teachers are trained to meet the needs of pupils with SEND. Where necessary, adults adapt the curriculum, so that pupils with SEND grow in independence and thrive. Staff work well with parents and external agencies to ensure that pupils with SEND receive the support that they need.

Pupils are well prepared to be positive and active citizens. Many pupils enjoy the various leadership opportunities available to them. Leaders ensure that pupils develop their understanding of fundamental British values. Pupils learn that all people should be treated fairly, regardless of their differences. The curriculum for personal, social and health education helps pupils to understand ideas, such as healthy relationships. Pupils speak with maturity and sensitivity about what they have learned.

Governors know and understand their roles and their statutory responsibilities. They share leaders' ambitions for pupils. They know the school well and make regular visits to the school to assure themselves of the impact of agreed school improvement strategies. Staff workload and well-being are a priority for leaders and governors. Staff appreciate the high level of support and carefully targeted training that they receive. They are overwhelmingly positive about working at this school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established a culture of safeguarding. Pupils feel safe and learn how to keep themselves safe, including online. Adults receive timely training and regular updates on safeguarding. They know the risks that children may face. If they are concerned that a pupil may be at risk of harm, they understand how to follow the school's agreed procedures to get timely help and support.

Leaders keep thorough records of the actions taken to keep pupils safe. Leaders are tenacious in following up on concerns and work well with outside agencies when there are

concerns about vulnerable pupils. Appropriate checks are made on the suitability of those appointed to work with children.

What does the school need to do to improve?

(Information for the school and appropriate authority)

Teachers sometimes miss opportunities to revisit and build upon what pupils have learned. Stronger links could be made between the knowledge and skills learned in different subjects because pupils' recall of facts and information is not as secure as it might be. Leaders should ensure that curriculum thinking, in every subject, provides regular opportunities to revisit and embed learning.

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 an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in February 2013.

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.

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	107499
Local authority	Calderdale
Inspection number	10255836
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	197
Appropriate authority	The governing body
Chair of governing body	Debbie Marshall
Headteacher	Helen Proctor
Website	www.bailiffebridgeschool.org.uk
Date of previous inspection	28 November 2017, under section 8 of the Education Act 2005

Information about this school

- This is a smaller than the average-sized primary school.
- The school does not use 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 their evaluation of the school.
- The inspector met with the headteacher and other senior leaders.
- Meetings were held with representatives of the governing body.
- The inspector carried out deep dives in early reading, mathematics and history. They discussed the curriculum with subject leaders, talked to teachers about their subject and met with pupils to discuss their learning. The inspector reviewed samples of pupils' work and listened to pupils read.

- The inspector scrutinised documents related to safeguarding and spoke to the school's designated safeguarding leads. The inspector spoke to staff and pupils about their safeguarding knowledge.
- The inspector considered the views of staff through meetings, informal discussions and their responses to Ofsted's online survey for staff.
- The inspector considered the views of pupils through meetings, informal discussions and their responses to Ofsted's online survey for staff.
- The inspector considered the views of parents through the responses to Ofsted's online questionnaire for parents, Ofsted Parent View.

Inspection team

Richard Jones, lead inspector

His Majesty's Inspector

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