

# Inspection of Bridgewater Primary School

Bridgewater Drive, Northampton, Northamptonshire NN3 3AF

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Inspection dates:	8 and 9 October 2024
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Good

## **What is it like to attend this school?**

Children in the early years receive an outstanding start to their education at Bridgewater Primary School. They learn in a stunning environment. The planned learning encourages children's independence. Children are often transfixed by the wonderful learning activities that they experience. They are happy learners. They are expertly prepared for their next learning steps.

The school has high expectations of all pupils. Pupils, including those with special educational needs and/or disabilities (SEND), are motivated learners. Their achievement is improving. Behaviour is exemplary. Pupils show pride in their school community. Pupils' enthusiasm for school shines through.

The 'hand of five' ensures that all children know that they have someone to turn to if they need help. Pupils said that they feel safe and happy in school.

Pupils' personal development is exceptional. It is at the heart of the school. Pupils experience a world of opportunities. They embrace numerous new experiences. Their talents are nurtured. They learn to be valuable members of society. Consequently, pupils develop a strength of character. The school's values of respect, responsibility and resilience can be seen everywhere.

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

The school has used research to make sure that the curriculum meets the needs and interests of pupils. The curriculum for all pupils, including those with SEND, is ambitious. It is particularly ambitious in the early years. In most subjects, the curriculum is knowledge focused. It reflects the local context. It helps to develop pupils' vocabulary. A few subjects are in the earlier stages of this work. Some pupils do not acquire the depth of knowledge that they could.

Teachers receive high-quality professional development opportunities. They work as research groups. They find out the best ways to teach the curriculum. In class, teachers ask well-crafted questions to check pupils' understanding. In science for example, teachers probe pupils' knowledge of fair testing. Consequently, the results from pupils' experiments become more accurate. Pupils appreciate their teachers. They described them as experts.

Reading is a key priority. The development of children's communication and language is skilful. The phonics curriculum is taught effectively. Staff are well trained. Children begin to learn to read as soon as they enter the school. Reading books closely match the letters and sounds that they are learning. Pupils receive effective help if they need to catch up with their peers.

Pupils with SEND receive sensitive care and support. Their needs are swiftly identified. Learning is suitably adapted. Pupils with SEND thrive in school. They achieve well.

Pupils enjoy coming to school. They attend school extremely regularly. Families receive valuable help to ensure that their children attend. The community breakfast club, for example, is a real success. Parents and carers, grandparents and pupils really enjoy this sociable start to the school day.

Community partnerships are strong. For example, pupils take part in the Diwali parade each year. They play a full role in the Northampton Town Carnival. Pupils learn about the Windrush Generation from members of the community. The school commissions experts to speak about the importance of race and identity. Pupils said that fairness, diversity and equality are extremely important to them.

Pupils enjoy a well-designed personal, social and health education (PSHE) curriculum. It is well ordered. Pupils said that they learn the 'right things at the right time'. The school provides tremendous support to promote pupils' positive mental health and well-being. Pupils experience meditation, yoga and calm time. Pupils with SEND receive expert help to regulate their behaviour. These and other pupils said that they appreciate the 'calm places' that help them to feel better.

Governors are knowledgeable. They have a good understanding of their role. They have appropriate oversight of key aspects of the school's provision. They provide effective support.

Staff appreciate leaders' efforts to consider their work-life balance. They said that they feel well led. They express pride in being part of the Bridgewater School community.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- In some subjects the curriculum does not identify with sufficient clarity the knowledge that pupils need to learn to get the depth of understanding they should. The school should ensure that the curriculum across all subjects is ambitious, well designed and focused on the key knowledge that pupils need. It should make sure that pupils gain a greater depth of knowledge across all the subjects that they study and that they achieve well.

## **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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	122076
<b>Local authority</b>	West Northamptonshire
<b>Inspection number</b>	10324108
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	652
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Simon Mitchell
<b>Headteacher</b>	Alison Harvey
<b>Website</b>	<a href="http://www.bridgewaterprimary.net">www.bridgewaterprimary.net</a>
<b>Date of previous inspection</b>	15 November 2018, under section 8 of the Education Act 2005

## Information about this school

- The school uses one registered alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered

the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, science, geography and art and design. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum in some other subjects and spoke with the leaders of these subjects.
- Inspectors visited the early years provision including the Nursery.
- Inspectors met with the headteacher and senior leaders. They spoke with governors. The lead inspector met with a representative of the local authority.
- Inspectors reviewed a range of documentation, including education, health and care plans, to evaluate the provision for pupils with SEND.
- Inspectors reviewed a range of information regarding attendance. They observed the behaviour of pupils in classrooms and at social times.
- The views of staff who responded to Ofsted's survey were considered.
- Inspectors spoke with parents and also considered the views of parents through Ofsted's Parent View, including the free-text comments. Inspectors also visited the community café.

## Inspection team

Jayne Ashman, lead inspector	His Majesty's Inspector
Caroline Oliver	Ofsted Inspector
Shazia Lydon	Ofsted Inspector
Chrissie Barrington	Ofsted Inspector

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