

Inspection of West Kirby St Bridget's CofE Primary School

St Bridget's Lane, West Kirby, Wirral, Merseyside CH48 3JT

Inspection dates:	22 and 23 October 2024
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since February 2013.

What is it like to attend this school?

This vibrant and welcoming school is a very happy place to learn. Pupils at St Bridget's make exceptional progress and achieve high levels of success. The school realises its vision through focusing on success, building compassion, respect and contributing positively to society. The school is the heart of its community.

The school is extremely ambitious for all pupils. Pupils, including those with special educational needs, and/or disabilities (SEND), achieve their best academically. Pupils appreciate the varied experiences and opportunities that the school offers them. For example, they enjoy visits to theatres and museums and participating in residential trips. Pupils are encouraged to become responsible citizens. They relish taking on responsibilities, such as helping out at the community 'Link' group and leading on local environmental campaigns. Pupils act as wonderful ambassadors for themselves and the school.

Pupils' behaviour is exemplary. The school applies its high expectations of behaviour and routines consistently, including in the early years. This sets the foundation for pupils' remarkable attitudes to their learning throughout the school. Pupils treat everyone around them with the utmost respect.

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

The school has successfully developed a highly ambitious curriculum for all pupils. The curriculum design ensures that pupils build on their prior learning confidently from the early years onwards. Staff are highly adept at spotting pupils who may need additional help as early as possible. From the time that children begin in Reception, staff use their high levels of expertise to support pupils successfully. The school sets high expectations for pupils' learning and helps them to secure basic skills before progressing to greater depths.

Teachers skilfully check that pupils understand what they have taught them. The school identifies pupils who need additional help and pupils with SEND. These pupils receive the help they need to learn alongside their peers. Teachers insist on high-quality work and pupils capably meet these high standards. Pupils can discuss their learning and make considered observations about new ideas and concepts. The quality of their work across subjects is exceptional.

The school has made reading a central feature of its curriculum offer. Pupils learn to read with fluency, starting from Reception. In the early years, adults provide targeted support and ensure that children can form the right sounds and write words accurately. When needed, pupils with SEND receive additional support to develop their language and communication skills. Staff are reading experts and use their knowledge to help weaker readers to keep up. As a result, pupils read with confidence and access challenging books for pleasure by the time they reach Year 2.

Pupils' attitudes to learning are exceptional. They work very hard in lessons. They follow adult instructions promptly and effectively. Their positive attitude contributes greatly to successful learning. Pupils collaborate well with one another. This starts in the early years, where children learn a lot about the importance of sharing and working together. The school is doing everything it can to support pupils and their parents so that pupils attend every day and arrive on time. This results in high attendance for all.

An impressive programme of well-designed clubs and visits enrich pupils' learning and develop their character. In science club for example, pupils explore their science through launching a balloon into space. They collect data and carry out detailed scientific experiments. They enjoy trips to the local secondary school to take part in their own mock jury to discuss and debate difficult issues. The whole school engages in annual first aid training, this has, impressively, enabled pupils to save lives. Pupils also benefit from sports tournaments. They develop very strong problem solving and creativity skills through learning to play chess. This is both part of the curriculum and extra-curricular opportunities. The school has won an impressive array of chess trophies.

Staff are proud to work at the school. They appreciate the school's consideration of their workload and well-being by having a carefully planned calendar of events. Staff spoke highly of the support that they have received to develop their subject expertise and time given to sharing good practise. Governors are knowledgeable and work very well with the school. They provide insightful challenge and support. This helps to make sure that the school provides pupils with the best possible education.

Safeguarding

The arrangements for safeguarding are effective.

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

Unique reference number	105062
Local authority	Wirral
Inspection number	10321256
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	423
Appropriate authority	The governing body
Chair of governing body	David Pastor
Headteacher	Neil Le Feuvre
Website	www.stbridgets.wirral.sch.uk
Date of previous inspection	29 and 30 January 2013, under section 5 of the Education Act 2005

Information about this school

- This Church of England school is part of the Diocese of Chester. The last section 48 inspection, for schools of a religious character, took place in 2018. The school's next section 48 inspection is due to take place by the end of 2025.
- The school runs a before- and after-school club for pupils.
- The school uses two registered alternative provisions for pupils.

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 judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, art and design and history. They met with subject leaders and with teachers. Inspectors visited lessons, looked at examples of pupils' work and talked with groups of pupils about their learning.
- The lead inspector observed pupils from Years 1 to 3 read to a familiar adult.
- Inspectors considered the curriculum in other subjects. They met with leaders, spoke with pupils and reviewed pupils' work in these subjects.
- 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.
- The lead inspector spoke with members of the governing body. They also spoke with a representative of the local authority and the diocese.
- Inspectors spoke with staff about their workload and well-being. They also took account of the responses to Ofsted's online survey for staff.
- Inspectors met with leaders who are responsible for attendance, behaviour and pupils' personal development.
- Inspectors looked at a range of policies and documentation relating to pupils' welfare and education. They observed pupils' behaviour during lessons and around school.
- Inspectors met with parents at the start of the school day. They took account of the responses to the online parent survey, Ofsted Parent View, including the free-text comments.
- Inspectors spoke with groups of pupils about their experiences at school. They took account of the responses to Ofsted's online pupil survey, including the free-text comments.

Inspection team

Helen Friend, lead inspector

His Majesty's Inspector

Niamh Howlett

Ofsted Inspector

Moira Atkins

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024