

INSPECTION REPORT

BRIDGETOWN PRIMARY SCHOOL

Stratford Upon Avon, Warwickshire

LEA area: Warwickshire

Unique reference number: 125526

Headteacher: Mr David R Jones

Reporting inspector: Miss Savi Ramnath
21334

Dates of inspection: 25th to 26th February 2002

Inspection number: 243455

Short inspection carried out under Section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Byron Road Stratford upon Avon Warwickshire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Alan Cook
Date of previous inspection:	29 th September 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Bridgetown is about the same size as most primary schools and is situated in Stratford-upon-Avon. There are 245 full-time pupils on roll aged between four and eleven years, organised in eight classes two of which include pupils of mixed ages. There are slightly more boys than girls. The school is popular and over-subscribed. Pupils come from diverse social backgrounds, mainly from the local area where there is little social disadvantage and this is reflected in the proportion of pupils eligible to claim free school meals; at one per cent this is well below average. A very small number of pupils are of minority ethnic origin, all of these use English as their first language and no additional support is required. Twenty-two per cent pupils have been identified as having special educational needs, six of whom have statements of educational needs. This is above the national average. On entry to the Reception year, most children are assessed as being above the level expected for the age group. However, a significant number have weak social and listening skills. Since the last inspection there has been an increase in the number of pupils on roll, as well as those identified as needing additional support in their learning. The accommodation has improved significantly.

HOW GOOD THE SCHOOL IS

This is a good school with many strengths. The ethos is warm and caring and the school has a productive partnership with parents. This leads to very positive attitudes and good behaviour on the part of nearly all pupils. Very good teaching in Years 3 to 6 is enabling the pupils to make good progress and achieve above average standards in English, mathematics and science. There is a shared commitment to improve, and leadership and management are good overall. The school provides good value for money.

What the school does well

- The school's commitment to high standards results in pupils achieving above the national average in English, mathematics and science by the end of Year 6.
- The very good teaching in Years 3 to 6 is the key factor in the high standards attained by the end of Year 6.
- The leadership of the headteacher is good, the school is well managed and the governors are effective. This has contributed considerably to the good improvements since the last inspection.
- Provision for pupils' spiritual, moral, social and cultural development is very good and this results in pupils' positive attitudes, good behaviour and very good relationships.
- The school values parental contributions highly and has established good links with parents that contribute well to pupils' learning at home and at school.

What could be improved

- The use of time within the school day.
- Standards in information and communication technology (ICT) which are below national expectations at the end of Years 2 and 6.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in September 1997. Although progress since then has been good, the school has made satisfactory progress in the areas of improvement noted in the last inspection. Action has been taken on all of the key issues identified, although some aspects have not been fully addressed. Pupils' attainment in design and technology has risen steadily and religious education now meets the requirements of the locally agreed syllabus. Much work has been undertaken with regard to the accommodation. However, the school still lacks a suitable play area with large climbing and balancing apparatus for children in the Foundation Stage. The monitoring of teaching and learning has been rigorous in some areas of the curriculum. However, the involvement of all subject co-ordinators in this area remains underdeveloped because some are new to their roles as well as to the school. Apart from addressing the key issues from the last inspection the school has effectively improved its performance in other areas. The provision for information and communication technology has greatly improved with the establishment of a computer suite. Schemes of work have been introduced for all subjects and provide useful guidance for planning. The quality of teaching has improved, with a much higher proportion of good or better teaching and staff development has improved for all staff. The headteacher is aware of the progress that still needs to be made and is in a strong position to achieve it. He has the commitment of staff and the support of governors.

STANDARDS

The table below shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	all schools			Similar schools ¹
	1999	2000	2001	2001
English	A	B	B	C
mathematics	B	A	A	A
science	B	A	A	A

Key	
<i>well above average</i>	A
<i>above average</i>	B
<i>average</i>	C
<i>below average</i>	D
<i>well below average</i>	E

The performance of the pupils in Year 6, in the 2001 National Curriculum tests, was well above the national average, as well as compared with similar schools, in mathematics and science. In English, the results were above the national average but in line with that for similar schools. When taken together, results in the subjects have been consistently above the national average for the past three years. The school continues to set challenging targets. In 2001, they were exceeded and the school is making good progress towards achieving the targets set for 2002. Test results, in 2001 for seven-year-olds, in reading were in the highest 5 per cent of school nationally, well above average in mathematics and above average in writing. When compared with similar schools, results were well above average in reading, above average in mathematics but broadly matched those of similar schools in writing. Although test results at the end of Year 2 and Year 6 indicate that boys do not perform as well as girls, inspection evidence shows that boys and girls do equally well. The school does not have a register of pupils identified as gifted and talented but the needs of these pupils are met well.

Children in the Foundation Stage² achieve satisfactorily so that many are on target to achieve or exceed the Early Learning Goals by the time they start Year 1. The standards of work seen for the current Year 6 pupils are above expectations in English, mathematics and science whilst work in Year 2 is at the level expected in these subjects. In religious education, standards at the end of Years 2 and 6 have improved and are now in line with recommendations of the locally agreed syllabus. In design and technology, standards are at the level expected nationally. Pupils with special educational needs achieve well and make good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. They are excellent in Year 6 and good in the rest of the school. Pupils' attitudes support progress in their learning. Most are interested in what they do and are proud of their achievements. Pupils enjoy coming to school and, as one said, "There is nothing I would change in this school".
Behaviour, in and out of classrooms	Overall good. Pupils are self-confident and behave well throughout the school. No pupils have been excluded. In some over-long lessons in the infants, pupils' concentration fades and they lose interest.
Personal development and relationships	Very good. Pupils accept responsibility willingly, regularly helping with a variety of jobs around the school. By the end of Year 6, pupils work independently and show a high level of maturity. Pupils get on very well with one another and with adults in the school.
Attendance	Very good. High levels of attendance are supported by no unauthorised absences. The school has resolved the minor issues raised from the previous inspection and classes now begin punctually and registers are efficiently marked. This has a positive influence on their learning and standards of achievement.

Most pupils have very good attitudes to learning. Many are enthusiastic about their work and follow established routines well. However, the listening skills of children in the Reception classes is less than satisfactory. The majority of pupils have a very good understanding of the impact of their actions upon others and the respect they

¹ Similar schools are defined by the proportion of pupils eligible for free school meals.

² Foundation Stage: education before pupils enter Year 1, i.e. in the Reception classes

show for the feelings of others is very good.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Satisfactory	Very good

The quality of teaching and learning is good overall. No unsatisfactory lessons were seen. In just over six out of ten lessons, teaching was good or better; in one quarter it was very good or excellent. This is a significant improvement since the last inspection when one in four lessons in Years 1 and 2 were unsatisfactory. The quality of teaching and learning varies in different parts of the school: it is very good in Years 3 to 6 and satisfactory in all other classes.

The very good teaching of English and mathematics in Years 3 to 6 reflects the successful implementation of the National Literacy and Numeracy Strategies. Teaching of literacy and numeracy skills is thorough and systematic in the juniors with good support for the development of language skills in history and geography and number skills in design and technology and science. There is scope for improvement in the teaching of science in Years 1 and 2 and in ICT across the school. In science, pupils are not helped sufficiently to develop their experimental and investigative skills and in ICT not all aspects are taught. Although the teaching of children in the Foundation Stage is satisfactory, there is room for improvement. The National Literacy and Numeracy Strategies have not been adapted sufficiently to meet the needs of these young children.

Where teaching is good the strengths include: good questioning to motivate and challenge pupils; good planning with appropriate resources effectively used to increase learning; and the demonstration of good subject knowledge which enables teachers to extend pupils' understanding. The weaknesses are mainly linked to the inappropriate match of work to pupils' abilities, too long sessions for English and mathematics lessons and the lack of challenge for higher attaining pupils. As a result, learning is affected. The needs of pupils identified with special educational needs are being met well in lessons through the good use of support staff.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a satisfactory curriculum. It is enhanced by the inclusion of French for older pupils, and includes a very wide range of extra-curricular activities. The National Literacy and Numeracy Strategies have been implemented well. These should now be 'fine tuned' to ensure that pupils' diverse needs are fully met.
Provision for pupils with special educational needs	Good. Pupils receive good support and make progress towards the targets set in their individual education plans. However, the withdrawal of pupils for additional support needs to be closely monitored.
Provision for pupils with English as an additional language	None required.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good and a strength of the school. Pupils are encouraged to be responsible and to have a mature, independent and reflective approach to learning. This helps their personal development. Good role models and a clear code of behaviour ensure that pupils develop a secure understanding of moral responsibilities and behave well. Opportunities for pupils to develop their social skills and awareness of cultural diversity are good.
How well the school cares for its pupils	Good. The headteacher and staff know each pupil as an individual and support and encourage them well. This does much to promote positive attitudes and is helping to raise standards.

All subjects of the National Curriculum and religious education are taught. Time during the school day is not always used to best effect and some lessons in literacy and numeracy are longer than the recommended time. Very good support offered to pupils reflects the priority given to their care and well being. The school fosters strong and effective partnership with parents who have raised considerable sums of money through the 'Friends of Bridgetown' and are supportive of their work.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher, ably supported by the deputy headteacher, provides good leadership. The senior management team work well together, sharing responsibilities. The impact of some subject co-ordinators is limited in terms of monitoring teaching and learning.
How well the governors fulfil their responsibilities	Good. The governors are active and well informed. They fulfil their role well and make a positive contribution to the life of the school. They have an increasing understanding of the school's strengths and weaknesses.
The school's evaluation of its performance	Satisfactory overall. The school has begun to analyse systematically its performance and its assessment data in order to move forward. It also evaluates its performance well in a development plan and prioritises the areas for improvement. However, the monitoring of teaching and learning is underdeveloped in some subjects.
The strategic use of resources	Very good. The school manages and uses its resources well and priorities for development are appropriately financed. The headteacher and governors seek to obtain the best value for their spending.

There are sufficient, well-qualified and experienced teachers to meet the needs of the age range taught. Good quality, well-trained support staff make a contribution to pupils' learning. The school has a good range of resources to support teaching and learning. The buildings are well kept but classrooms for the Foundation Stage are congested and this limits learning opportunities for children. In addition, there is a lack of large apparatus to promote children's physical development and learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>Parents are pleased with most aspects of the school, but they are especially content that their children</p> <ul style="list-style-type: none"> • like school. • behave very well at school . • make good progress. <p>They are also pleased that the school</p> <ul style="list-style-type: none"> • has a positive effect on their children's values and attitudes. • expects children to work hard and achieve their best. • keeps them well informed. • is well led and managed. 	<ul style="list-style-type: none"> • The amount of homework pupils receive. • Information about how their children are getting on. • The range of activities provided outside lessons.

Parents' views gathered from the questionnaires and from comments made at the pre-inspection meeting with parents indicate a high degree of satisfaction with the school and the education it offers. Inspectors' judgements support all the parents' positive views. With regard to what parents would like to see improved, the team found clear evidence of regular homework being set for most pupils and this is used well to reinforce learning in school. This was predominantly in literacy and numeracy. The team acknowledges that the school provides adequate opportunities for parents to discuss their child's progress. However, annual written reports to parents are not always specific in terms of pupils' attainment and they lack targets for improvement. The activities provided outside lesson time are very good for a school of this size.

SECTION B COMMENTARY

WHAT THE SCHOOL DOES WELL

The very good teaching in Years 3 to 6 is the key factor in the high standards attained by the end of Year 6.

- 1 The teaching of English is good in Years 3 to 6, with some examples of excellent teaching. This high standard of teaching is having a very positive impact on pupils' learning especially in Year 6. Most teachers have a secure understanding of the National Literacy Strategy. However, it has not been adapted sufficiently to suit the needs of the youngest children in the Reception class. In the most effective practice relationships with pupils are good and expectations of work and behaviour are high, which lead to a good level of response from pupils. Teachers' questioning is brisk, challenging and fully inclusive. Consequently, pupils of all abilities in a Year 6 lesson showed very good understanding of adverbs. In the one excellent lesson observed, the teacher showed great expertise and subject knowledge which enabled him to challenge the pupils to consider how writing could be made more interesting and stimulating by the use of adjectives, adverbs, punctuation and the use of complex sentences. The brisk pace, inspirational teaching and passion of his delivery enthralled pupils who listened attentively and were keen to contribute. Well thought-out methods were used in the follow-up session to enable pupils to develop further their understanding of complex sentences. All pupils including those with special educational needs achieved well.
- 2 The teaching of mathematics is satisfactory in Years 1 and 2. Teachers organise a range of activities that support the development of mathematical skills. On occasions, such as in a Year 2 lesson, explanations require more clarity and higher attaining pupils could be challenged more to extend their use of strategies, for instance for adding or subtracting nine. Some of the examples used are not appropriate types of problems to illustrate when one strategy is used in preference to another. In contrast consistently good or very good teaching in Years 3 to 6 increases the rate of pupils' progress. In a very good Year 4 lesson, the teacher skilfully explored the different ways of completing 'long multiplication' problems. They were very well taught how to use the 'grid' and 'vertical' methods of setting out the problems. The clarity of explanations, and the use of mini-whiteboards, ensured that pupils understood the processes involved. The individual work that followed was very effective in meeting the different levels of attainment in the class, and all pupils experienced success at their own level. The group of pupils with special educational needs were particularly well supported and achieved very well. Good assessment during the lesson helped the teacher appreciate that the pupils were less confident at 'approximating' answers, and this awareness was to lead to an amendment to the subsequent lesson. In a good Year 6 lesson, pupils were challenged well in their mental handling of numbers. In the main part of the lesson, based on the National Numeracy Strategy, pupils made good progress in understanding how to calculate the area of a square or rectangle, and higher attaining pupils applied this to the area of irregular shapes, based on a mixture of rectangles and squares. The very good subject knowledge of the teacher helped to challenge pupils. The teacher recognised that, especially for the higher attaining pupils, greater deviation from the strategy's format, for instance more practical investigational work, would have aided learning even further.
- 3 The teaching of science is satisfactory in Years 1 and 2, with examples of good practice. In a good science lesson in the mixed class of Year 1 and 2 pupils, good progress was made because of the range of resources and examples of forces that the teacher introduced. She used good questions to get them to describe what forces were involved when a kite or paper aeroplane flew, or when a sailing boat moved. This led to an interesting range of activities that included running around the playground with plastic bags or a large piece of cardboard to experience the force caused by air resistance. Other pupils made simple sailing boats and

tested them, while others tested cars they had made by rolling them down a slope. The teacher encouraged pupils to consider how to make sure the test was a fair one. Pupils' work in Year 2 indicates satisfactory teaching, but too little emphasis is given to pupils developing their skills individually, and too much copying of facts from the board following class discussion. Again teaching is of a consistently higher quality in Years 3 to 6. In the two lessons seen in the juniors, teachers in Year 4, used questions very effectively to consider sound and the materials it passes through and, in Year 5, the nature of solids, liquids and gases. In Year 4, the questions helped pupils consider how to design an experiment to test the soundproofing properties of different materials. Pupils effectively explored the materials they would use; the nature of the test and how to ensure it was fair. Year 5 pupils also considered a fair test and applied this to an experiment investigating solutions. The strength of this latter lesson was the quality of the teacher's questions, which were supported by accurate subject knowledge.

- 4 In other areas there are examples of very effective teaching. In a Year 2 dance lesson, the teacher used a taped dance programme very well to help pupils develop a range of country-dance movements. These included the arm right and arm left turns, and the swing. Very good organisation and demonstration resulted in pupils making very good progress, so that, finally, they used these movements very well to dance a simple reel. An opportunity to develop social skills was, however, missed as, with the exception of one pair, boys always danced together and girls together.

The school's commitment to high standards throughout the age range culminates in pupils achieving above the national average in English, mathematics and science by the end of Year 6.

- 5 In 2001, National Curriculum tests results showed that standards attained by seven-year-olds were in the top five per cent of school nationally in reading and above average in writing. When compared with similar schools, results were favourable and well above average in reading and average in writing. At the end of Year 6, standards were above average when compared with all schools and average when compared with similar schools. The trend at the end of Years 2 and 6 shows that although results have fluctuated they have remained above the national average for the past three years. Test results at the end of Year 2 and Year 6 show that boys do not perform as well as girls. However, the difference in performance between boys and girls currently in Years 2 and 6 is not significant.
- 6 Work seen during this inspection shows that pupils in Year 6 are achieving above expectations in English, whilst those in Year 2 are at the level expected. However, standards in reading and speaking are above expectations for seven-year-olds. By the age of seven, most pupils speak with clarity, using a wide vocabulary. Eleven-year-olds have a wide and expressive vocabulary, share ideas and give well-considered reasons for their choice of adverbs when discussing complex sentences. Boys and girls are equally articulate. Pupils in Year 6 listen very attentively to their teacher and to each other. However, lower down the school, this is not always the case.
- 7 By the age of seven, most pupils read accurately and understand what they have read. Many are able to discuss their preferences. By the age of eleven, most read fluently and with good expression and understanding. They read regularly and in group reading sessions they are encouraged to help each other, and develop skills such as inference and deduction. For example, after reading extracts from a Greek Myth, pupils in Year 6 were able to deduce why 'Helios the sun god reluctantly agreed to let his son Phaethon borrow the golden chariot'. Pupils with special educational needs, although reading at a lower standard, have developed strategies to help them read new words and to use their reading skills to support their learning in other subjects. Pupils' research skills are good. They have the skills required to find books in the library and are developing the appropriate skills of skimming and scanning that enable them to find the required words and information in a passage.
- 8 Standards in writing are good at the end in Year 6 and in line with expectations at the end of

Year 2. There are no significant differences in attainment between boys and girls. Although there are some examples of good writing by the end of Year 2. The range of types of writing, fiction and non-fiction, has widened since the previous inspection. Higher attaining pupils sequence their writing logically and add interest to their sentences by using well chosen adjectives to describe the boy in their story 'The boy and the magic toy'. Pupils in Year 6 are offered opportunities for a range of types of writing: stories, poetry, explanations, letters and arguments. Higher attaining eleven-year-olds organise their writing well into coherent paragraphs. They use varied sentences and are able to sustain a story of several paragraphs. Their writing is fluent and neatly presented. Throughout the school handwriting is in line with expectations, being usually joined and legible.

- 9 Children make satisfactory progress in the development of their mathematical skills in the Reception, and their attainment will be about that expected when they start Year 1. Learning is currently limited because children find it difficult to listen and concentrate. During Years 1 and 2 pupils make satisfactory progress. After a fall to well below average in 1998, results in the Year 2 National Curriculum tests have improved steadily to well above the average in 2001. This year pupils' attainment is not as high as last year, but is average. Most pupils' work with number is at least at the expected level, with the majority confidently adding and subtracting numbers to 100 or, for higher attaining pupils, beyond this. Lower attaining pupils are not secure on subtraction. Pupils make satisfactory and sometimes good progress in Years 1 and 2. During Years 3 to 6, all pupils make good or very good progress in mathematics and the attainment of boys and girls is similar. Over the past five years, by the end of Year 6, pupils usually attain standards that are well above average. The exception was in 1999 when results dipped but were still above average. Pupils currently in Year 6 are attaining above average standards, but this represents very good progress from their results in Year 2, which were well below the average. In Years 3 to 6, teachers match work well to meet the needs of a number of groups in each class. As a result, all pupils, whatever their current attainment, are well supported and make rapid progress. In Years 3 to 6, pupils increasingly use their number knowledge to solve problems that have a real-life application. Pupils' work shows a very good awareness of number facts and of the wide range of strategies that may be available to tackle a particular problem. By Year 6, pupils confidently use numbers to two decimal places and negative numbers, both for temperature and when using co-ordinates.
- 10 In 2001, teacher assessments in science at the end of Year 2 indicate that all pupils achieved at least the expected Level 2. Inspection evidence supports this judgement. However, it was judged that over two fifths achieved the higher Level 3. This appears unlikely since current pupils in Year 2 have not developed scientific skills that are secure at this level. Their written work indicates a broad knowledge base about, for instance, electrical circuits, sound, materials and their uses. Unfortunately, too much of this recorded work is identical for all pupils. During Years 3 to 6, all pupils make good or very good progress in science and the attainment of boys and girls is similar. Over the past five years, by the end of Year 6, pupils usually attain standards that are well above average. The exception was in 1999 when results dipped but were still above average. The attainment of current pupils is above average. The curriculum gives good balance to the development of both skills and knowledge. Pupils tackle investigations in a systematic manner, and they acquire depth in their knowledge of a wide range of scientific topics. This includes electrical circuits and the use of circuit diagrams, and detailed knowledge of food chains and webs. Effective use of homework also extends pupils' knowledge about famous scientists from the past, such as, Isaac Newton and Alexander Fleming. Pupils' work shows a good balance between teacher directed and independent learning.

The leadership of the headteacher is good, the school is well managed and the governors are effective. These factors have contributed considerably to the good improvements since

the last inspection

- 11 The quality of leadership and management is good. This is an improvement since the time of the last inspection when it was judged to be satisfactory. Since the last inspection the school has made satisfactory progress in addressing the key issues. This is because some aspects have not been fully addressed. However, overall good progress has been made as a result of the number of additional changes that have been implemented. The headteacher has given a strong lead in creating a climate in which pupils are made to feel valued. The effect of this is to create a school where pupils are very positive in their attitudes and are keen and able to learn. The headteacher is ably supported by the deputy headteacher and subject leaders, who undertake their delegated responsibilities effectively to provide good support and informal guidance to colleagues.
- 12 The school's aims and values are wholly appropriate and are largely met. Pupils respect each other and relationships at all levels are very good. Bridgetown is a caring school. The whole-school development plan is a detailed and workable document, addressing the key issues and identifying a number of priorities, all of which are directed towards, and already having an impact on raising standards. For example, resources used for the development of ICT have considerably improved this area both in terms of accommodation and equipment. There is no formal development plan beyond the current year, as was the case at the time of the last inspection.
- 13 The governing body is competent and dedicated to the work of the school and to school improvement. Governors have an effective committee structure to support their work and assume this responsibility on a termly basis. The finance committee, led by a very experienced chair ensures that spending decisions are linked well to educational developments. Financial systems and procedures are good and the finance committee is fully involved with the headteacher in monitoring the school's expenditure on a monthly basis against the yearly plans, and appropriate adjustments made during the year. Since the last inspection governors are more involved. All are linked to an area of the curriculum and designated members, who take responsibility for literacy, numeracy and special educational needs have visited school and observed lessons. Other members of the governing body have also visited classrooms to observe pupils at work. Overall, most have a developing understanding of the strengths and areas for improvement in the school and are becoming more involved in working with staff to improve standards. Governors have trust in the headteacher and expect him to be accountable to them. The school is meeting all legal requirements, including the provision for design and technology and religious education, which were reported as key issues in the last report.
- 14 The arrangements for monitoring and evaluating how the National Curriculum is taught, identified as a key issue in the last inspection report, have improved satisfactorily. A systematic programme of classroom observations and feedback to teachers and a regular scrutiny of work provide the headteacher and the subject leaders of English, mathematics and science with a clear picture of the quality of teaching and of standards across the school. Informally, subject leaders in other areas of the curriculum support their colleagues with advice and are aware of some aspects of the subjects from discussion through looking at pupils' work and displays, but they have not yet had time to work alongside them. Currently the opportunities for teachers to share good practice are not yet fully developed, so that the strong teaching, which promotes good and very good learning, is not routinely evident throughout the school.
- 15 The school's system for financial planning is good, as it was when the school was last inspected. Spending decisions are linked well to priorities for improvement. The main recommendations of the last financial audit have been acted on and day-to-day financial

administration is carried out efficiently. The school makes good use of the allocated funds to meet the needs of both the whole school and of the individual. Funds have been earmarked to provide additional support in classes and resources for building developments. Additional funds, delegated for a particular purpose are used effectively. For example, money designated for use in the provision for pupils with special educational needs contributes to the good provision the school gives these pupils. These pupils are making good progress. Funds raised by parents through the '*Friends of Bridgetown school*' committee are kept separate from the main school budget and are used well to improve the range of resources and equipment available for children. The school uses new technology appropriately to support the administration. The school effectively applies the principles of best value. This was exemplified very well recently in the establishing of the ICT suite.

- 16 The school is staffed appropriately and there is a good balance of experience and expertise, which provides stability. A high priority is placed on the additional support given to pupils and the number of support staff employed is good. They are usually well deployed in classrooms. All support staff promote pupils' learning well. In the last inspection, subject leaders lacked the management skills to monitor the planning, delivery and assessment of their subjects. The school has addressed this issue through the effective provision of support and training. The accommodation is good and well maintained. Although this is a significant improvement since the last inspection, children in the Reception class still do not have regular access to large outdoor apparatus to develop their physical skills in climbing and balancing. Learning resources are adequate to support the curriculum. Resources for ICT have improved since the last inspection with the development of a suite of computers.

Provision for pupils' spiritual, moral, social and cultural development is very good and this results in pupils' positive attitudes, good behaviour and very good relationships.

- 17 The school is very good at promoting pupils' spiritual, moral, social and cultural awareness, which underpins the supportive and inclusive ethos of the school. This helps pupils have very positive attitudes to school, very good relationships and to display a high level of personal development by the time they leave the school.
- 18 The provision for moral and social development is a strength of the school. The way in which staff embrace pupils' wide range of abilities is a major factor in promoting the very good attitudes and relationships that exist. Staff have high expectations of behaviour and adopt a consistent approach towards encouraging pupils' moral development. This enables pupils to relate very well to one another and their teachers. A telling example of this is the way that a pupil with serious special educational needs has been accepted and included in school activities by staff and pupils alike. The '*house system*' in Years 3 to 6 and the '*star system*' in the Reception classes and in Years 1 and 2 have impacted positively on the social climate of the school. They are well integrated and pupils look forward to celebration assemblies when house points and '*star pupils*' are announced. Older pupils are patient and self-confident. They listen well and are eager to participate in activities. They ask interesting questions and are keen to explore opportunities that are presented to them; this is reflected in the high level of achievement that they reach. For example, in a Year 6 geography based ICT lesson pupils moved responsibly between the classroom and the ICT suite without distraction, remaining firmly focused on the different tasks in each room. They were also sensible and efficient in putting things away and clearing up without close supervision. In the infant classes, these attitudes and relationships are not as well developed. Learning can be inhibited by over-long sessions in which pupils' concentration wanes and, as they lose sight of the learning rewards their listening skills deteriorate.
- 19 The spiritual provision in the school is good. Staff are ready to seize on opportunities which are exciting and may stop pupils in their tracks as they digest the emotional impact of that new understanding. Whole-school assemblies are vital and stimulating and have a positive impact

on the spiritual and social cohesiveness of the school community. The school provides a good range of cultural and multicultural opportunities through good and well-established links with, for example, the strong local theatrical tradition and the long-standing close relationship with the pupils at the Goodwill Village in India. Opportunities for spiritual development are well promoted. On a display of pupils' imaginative work about Native American sacred music and dance, pupils listened to the music and 'painted whatever came into our minds'. The school relies on its social and moral strengths to promote a sense of pride and self-discipline, which impacts on standards of behaviour and personal development in a positive way. Behaviour is good in and around the school. It is firmly founded in self-motivation, which is derived from personal development rather than slavish obedience to rules and regulations.

The school values parental contributions highly and has established good links with parents that contribute well to pupils' learning at home and at school.

20 Parents' views of the school are overwhelmingly positive. The very positive attitudes of pupils to school are supported in the questionnaire results. Parents are also positive about behaviour (97 per cent), teaching (95 per cent), and their child's progress (92 per cent). However a significant minority did not feel well informed about their child's progress. This is an area where the school recognises that more could be done. For example, school reports though replete with good description of what a pupil can achieve, provide little information on what the pupil may need to do to make better progress. Some parents raised differing concerns about the level of homework but inspectors consider that the amount of homework is about right. However, liaison between home and school with reference to older pupils' homework needs to be reviewed. Some parents are also concerned about the range of activities outside of lessons but inspectors judge the current provision to be very good. Parents are very involved in the work of the school and are keen to play their part in a positive and caring school. The industrious 'Friends of Bridgetown School' are a reliable source of additional funds for the school. Many parents provide valuable support in school on a regular basis. They help with reading, cooking, games and classroom preparation tasks. Some are involved with the after-school clubs and assist on school trips. The overwhelming majority of parents feel at ease and welcome in the school and they are enthusiastic about attending school events. Parents' positive views and their involvement in their child's learning at home and at school make a strong contribution to pupils' individual achievement, be it personal or academic, and the overall standards attained.

WHAT COULD BE IMPROVED

The use of the time within the school day.

21 The curriculum in the Foundation Stage is appropriately based on children working towards the *Early Learning Goals* in the six areas of learning. There is a good balance of focused teaching activities and opportunities for children to organise themselves within the planned opportunities for structured play. However, the intention to link work which children will encounter in Year 1, in the National Literacy and Numeracy Strategies, restricts the teachers' flexibility to plan shorter sessions to meet the needs of these young children. Consequently, sessions are too long and children, many of whom start school with poorly developed listening skills, find it difficult to maintain their concentration. As a result, learning is limited. Overall the quality of provision for children in the Foundation Stage has not improved significantly since the last inspection. The outdoor area still lacks large climbing apparatus, which limits physical development of climbing and balancing. While the children reach the goals set for this area of learning, it is difficult for the school to guarantee that children have received all the learning experiences that the full curriculum should provide. However, provision for this aspect of the curriculum is planned for in Phase 3 of the building programme. Overall, children achieve satisfactorily in the Foundation Stage¹, so that by the time they are ready to start Year 1 nearly

all are in line to exceed the Early Learning Goals.

- 22 The overall curriculum provided for pupils throughout the school is satisfactory, with good features in Years 3 to 6. These features include the inclusion of French, the strong links with the local community and a wide range of extra-curricular activities. However, weaknesses exist in the use of time during the school day. Following requests from parents, recently a small change was made to the school day. As a result of this change, pupils from Years 3 to 6 now leave school a short time after the younger pupils. This led to a further, minor change to the lunchtime for these pupils.
- 23 The time between pupils entering school and the start of assembly is excessive and, although pupils have very clear tasks that are set, there is a loss of direct teaching time. The assembly sometimes overruns and this eats in to the first lesson of the morning. As a result, it can be almost three-quarters of an hour before organised teaching begins. This is too long, and affects especially children in Reception and pupils in Years 1 and 2, many of whom find difficulty in being inactive and concentrating for this period of time. Once pupils get to their classrooms, a literacy or numeracy lesson usually follows, which again begins with a period of sitting either on the carpet or at their desks. The impact is most obvious for children in Reception to Year 2. In these classes, in particular, the lengths of the numeracy and literacy sessions exceed the recommended times. Too often, the pace of these lessons is not quick enough, and slows noticeably towards the end as pupils become restless. The amount achieved rarely exceeds what might be expected in a lesson of the recommended time. Even in Years 3 to 6, lesson times in literacy and numeracy can exceed the recommended hour, and little additional learning is evident. A more serious impact of the structure of the school day, however, is that a short period of time is created before lunch. Teachers find this time of limited value, and this encourages an extension to either the literacy or numeracy tasks. The effect is that time devoted to other subjects becomes restricted. A number of subjects, including science, are taught as blocks, and the school is now reviewing this arrangement. Another example of ineffective use of time was of a music lesson for all children in Reception, Years 1 and 2. Despite the skills and enthusiasm of the teacher, and the very good range of resources, the task of teaching over 100 children music was unrealistic. Learning was unsatisfactory because it was not possible for pupils to be involved in the lesson sufficiently and because many, especially younger, children have a very poor attention span. The school has already decided that a music lesson in this format is inappropriate.

Standards in information and communication technology are below national expectations at the end of Years 2 and 6.

- 24 At the time of the last inspection, standards were 'average'. This is no longer the case. Currently, standards of attainment at the end of Years 2 and 6 are below expectations although there are aspects of the subject where some pupils are achieving above expectation. For example, work which pupils are carrying out in using the Internet to support their learning in other subjects of the curriculum is above national expectations. The school recognises the standards are below average and has identified ICT as an area for development in the current school development plan.
- 25 Resources for ICT have improved significantly since the school was last inspected. Pupils have access to computers not only in their classrooms but in a computer suite which was available for use two weeks prior, to the inspection. This increased access will do much to help raise the standards of the pupils' basic skills and to broaden the experiences of the use of ICT across the curriculum.
- 26 By the age of seven, most pupils are becoming familiar with the keyboard. Many develop stronger manipulative skills and are becoming increasingly confident with aspects of ICT. They log on and off machines and are becoming more skilful when using a mouse for pointing, selecting and moving items across the screen. They write simple sentences and use 'shift',

'delete' and 'space' bar with developing confidence. However, knowledge of how to change the style of font, colour and size of letters or print work independently is less well-developed and pupils have had few opportunities to record and amend their work or use computers to store or present data. Many have limited understanding of using computers to explore what happens in real and imaginary situations. They have little experience in directional control and have not had much opportunity to control devices for a specific purpose. Overall, the experiences they have are not enough to make sure they learn what they need to know.

- 27 By the age of eleven, some pupils' computer skills match expected standards. A large number of pupils have access to computers at home and these pupils display more knowledge and understanding and are more confident in exchanging and sharing information in the classroom. Pupils are familiar with the principles of e-mail and a number have used it at home. Many access the Internet successfully to obtain information from various web-sites for their history work on 'The Victorians' and interrogate information on CD-ROMs to learn about the planets. Pupils save, retrieve and print their work using a range of programs, and extend their use of the correct subject-specific language. Although some Year 6 pupils skilfully use the basic editing functions of word processing and present work in a more attractive manner by changing the font size, style and colour, many are insecure about copying text and word processing. Overall, there are insufficient opportunities for pupils to draft and edit work directly onto the computer and, as a result, many have underdeveloped keyboard skills and are slow at typing in text. This limits their output in the allocated time. Pupils' previous work shows that they have limited opportunities to use computers to support and enhance their learning in other subjects. Overall, by the end of Year 6 many pupils have had little experience of using computer equipment for controlling events, such as electric lights or motors, monitor temperature or simulations to help them investigate relationships. The range of understanding, skills and the level of confidence that a significant number of pupils have are lower than expected for their age.
- 28 Although little direct teaching was seen during the inspection, a review of teachers' planning and pupils' work indicates that learning over time is unsatisfactory. This is because too few opportunities have been provided for pupils to develop a range of knowledge and skills; most computers were used only rarely during the inspection. Planning is limited. Although there are clear objectives for the teaching of specific skills, there is no planning of opportunities when computers will be used to support learning in other subjects. However, the lesson seen during the inspection was good. The preparation and planning were good and resulted in tasks being set that provided challenge for all pupils. Good use was made of demonstration and care was taken to explain exactly what pupils were expected to do. Pupils with special educational needs received very good support. Pupils worked co-operatively and shared resources well when required. Most talked about computers with animation and enthusiasm and clearly enjoyed your work. Concentration skills were good and pupils responded positively to intervention by the teacher.
- 29 The co-ordinator is knowledgeable and enthusiastic and has clear vision and understanding of what needs to be done to raise standards. He offers advice and support to colleagues in planning and teaching but has had no opportunity to monitor teaching and learning in order to share good practice and help teachers identify opportunities for the wider use of computers. The newly introduced scheme of work, based on national guidance, has improved curricular planning and ensures that pupils now have access to all aspects of the subject required by the National Curriculum. Training to improve the knowledge and understanding of the staff to teach the subject confidently is already underway. The school is very well equipped for the teaching of ICT. Resources are very good, and the great deal of care and attention to detail has been taken into consideration in equipping the room. Assessment is currently unsatisfactory and rightly identified by the co-ordinator as an area for development.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

30 In order to further improve the quality of education and raise standards, governors, headteacher and staff should now:

□ **Review the use of time within the school day by:**

- making better use of time prior to assembling;
- considering the length of time allocated to literacy and numeracy lessons;
- restructuring the school day and time of breaks to establish more useful blocks of time in the morning to enable a wide range of subjects to be taught.

[Paragraphs 21-23]

□ **Raise standards in information and communication technology by:**

- ensuring that all statutory requirements are met;
- developing teachers' confidence and skills through in-service training;
- increasing the quality and range of opportunities for pupils to use ICT across the curriculum;
- developing procedures to assess and record pupils' attainment and ensure that the information gained is used consistently to assist planning to meet the needs of all pupils;
- taking full advantage of the opportunities provided by the establishment of the new ICT suite to implement a sustained and systematic programme for the teaching of the subject.

[Paragraphs 24-29]

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	16

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	4	8	7	0	0	0
Percentage	5	20	40	35	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one per cent.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	245
Number of full-time pupils known to be eligible for free school meals	5

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	6
Number of pupils on the school's special educational needs register	54

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence	%
School data	4.1
National comparative data	5.2

Unauthorised absence	%
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year:	Year	Boys	Girls	Total
	2001	19	14	33

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	19	18	19
	Girls	14	14	14
	Total	33	32	33
Percentage of pupils at NC Level 2 or above	School	100 (91)	97(91)	100 (91)
	National	84 (83)	86(84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	19	19	19
	Girls	14	14	14
	Total	33	33	33
Percentage of pupils at NC Level 2 or above	School	100 (91)	100(94)	100 (88)
	National	85 (84)	89(88)	89 (88)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year:	Year	Boys	Girls	Total
	2001	21	12	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	19	19	20
	Girls	12	11	12
	Total	31	30	32
Percentage of pupils at NC Level 4 or above	School	94 (86)	91(100)	97(97)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	19	20	19
	Girls	11	11	11
	Total	30	31	30
Percentage of pupils at NC Level 4 or above	School	91 (89)	94 (100)	91(100)
	National	72 (70)	74 (72)	82 (79)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	6
Pakistani	0
Bangladeshi	0
Chinese	0
White	197
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	24: 5
Average class size	30.6

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	219

Financial information

Financial year	2000/2001
	£
Total income	433,562
Total expenditure	427,273
Expenditure per pupil	1,780
Balance brought forward from previous year	1,313
Balance carried forward to next year	4,976

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.5
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

244

Number of questionnaires returned

117

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	35	3	0	0
My child is making good progress in school.	43	49	6	2	1
Behaviour in the school is good.	53	44	2	0	1
My child gets the right amount of work to do at home.	25	46	24	3	2
The teaching is good.	49	46	3	2	1
I am kept well informed about how my child is getting on.	31	46	17	4	2
I would feel comfortable about approaching the school with questions or a problem.	50	38	5	5	2
The school expects my child to work hard and achieve his or her best.	47	44	3	3	3
The school works closely with parents.	34	44	13	4	4
The school is well led and managed.	50	44	2	3	2
The school is helping my child become mature and responsible.	50	44	2	2	3
The school provides an interesting range of activities outside lessons.	15	39	19	8	20