



Bridgemere CofE Primary School

Inspection Report

Unique Reference Number 111343
LEA Cheshire
Inspection number 278664
Inspection dates 30 January 2006 to 31 January 2006
Reporting inspector Mr Graham Martin CfBT Lead Inspector

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Bridgemere Lane
School category	Voluntary aided		Nantwich
Age range of pupils	3 to 11		Cheshire CW5 7PX
Gender of pupils	Mixed	Telephone number	01270 520271
Number on roll	89	Fax number	-
Appropriate authority	The governing body	Chair of governors	Mrs W Done
Date of previous inspection	7 February 2000	Headteacher	Mrs J Dickinson

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Introduction

The inspection was carried out by an additional inspector.

Description of the school

Almost all of the children attending this small rural school are of white British heritage. Fewer children than average are either eligible for free school meals or have learning difficulties and/or disabilities. The range of standards on entry to the school is wide but overall they are as expected for children of that age. One of the former 'Beacon Schools', the school has partnerships through a Rural Nursery Consortium and a local project for gifted and talented pupils. It has established an international link with a primary school in Uganda.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school, providing well for its pupils and community and giving good value for money. Pupils' enjoyment of school is exceptionally high. Their behaviour is outstanding and they have good attitudes to work. Care, guidance and support for pupils are good, successfully promoting their physical health and emotional well-being. A good curriculum engages pupils' interests and meets their needs well. Very successful partnerships with parents and with the local and international communities make the school a focal point for the rural population, adding an additional dimension to pupils' learning. Pupils achieve well. They enter the school with standards expected for pupils of their age and they leave with standards that are above average, although they are not as high in writing as in reading and mathematics. Pupils make good progress in the Foundation Stage and continue to make good progress across the school, although it is more mixed at Key Stage 2 than elsewhere. The quality of teaching and learning is good overall, although the use of praise and reward is not consistent. Systems to track pupils' progress and set learning targets are not implemented consistently either. There has been satisfactory improvement since the last inspection, but under the good leadership of the recently appointed headteacher, supported well by an effective governing body, there is good capacity to improve further. Although the headteacher has been modest in some of her judgements about the school, she has a clear understanding about what needs to be done to improve it and is involving staff effectively in action to bring this about.

What the school should do to improve further

- raise standards in writing
- ensure that there is a consistent approach to setting and sharing learning targets with pupils
- improve teaching by ensuring that praise and reward are used consistently well across all year groups.

Achievement and standards

Grade: 2

Because the number of pupils in each year group is very small, standards vary from year to year. However, in general, pupils enter the school with average standards and leave with above average standards. Pupils achieve well overall. They get off to a good start in the nursery and Reception, and by the end of their time there pupils have met the goals set for all pupils of that age, with some exceeding them. Pupils continue to make good progress in Key Stage 1. Assessment results in 2005 were lower than in previous years because there were more average attaining pupils in that group of pupils than usual, but standards in the current Year 2 are higher. Test results in English, mathematics and science at the end of Year 6 in 2005 were also above average, and the challenging targets set were met. The progress of pupils at Key Stage 2 is more mixed than elsewhere. It is slower in Years 3 and 4, although nevertheless satisfactory,

but picks up again in Years 5 and 6. Achievement in reading is good, but is less good in writing as fewer pupils reach above average levels. Work to improve writing is having a positive impact, although the sharing of learning targets with pupils is inconsistent across the school and so not all are clear about how to improve their writing. Pupils with learning difficulties and/or disabilities make good progress in their work.

Personal development and well-being

Grade: 2

These are good aspects of the school's work, with outstanding features in pupils' moral and social development and their enjoyment of learning. Pupils behave outstandingly well and their attitudes are good. Attendance is good. By Year 6, pupils are confident and eager learners who take pride in their achievements. Good relationships, leading to mutual trust and confidence, reflect the strong Christian ethos. Pupils agree that their school provides them with the skills and self-belief to be good learners, as seen in the mature outlook of a Year 6 pupil who commented: 'People do well in our school because it is like a big family'. Overwhelmingly, parents value the work to promote their children's personal development. Pupils recognise their responsibilities as citizens and members of their community; for example, through their work to improve the school's playground. The school council lead this work actively, setting good examples for other pupils in their cooperation with adults, giving them an appreciation of their responsibilities as young citizens. Wider links with a school in Uganda give pupils insight into the privileges they might otherwise take for granted. They understand and value the school's work to encourage living healthily and learn well how to keep safe, minimising risks to themselves and others.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good overall. The very best teaching ensures pupils are eager to learn well because they clearly understand the teachers' expectations. Lessons are well planned, move on briskly and build well on what pupils already know and understand. Consequently pupils achieve well. Teachers use a good range of methods to interest the pupils; in the very best instances learning is made great fun, such as in Years 5 and 6. Occasionally, learning is not celebrated and rewarded consistently well in Key Stage 2, which demotivates pupils. Pupils benefit greatly from good relationships with adults and from efficient use of support staff. Pupils with learning difficulties and/or disabilities have good adult support to help them achieve their best, while pupils with particular gifts or talents profit from the learning challenges set for them.

Teachers regularly assess how well children are doing and make good use of the information they have to plan further work. Targets are set to help children improve, but these are not always clearly explained or understood. Some children know their

targets but others do not. Teachers' marking varies from outstanding to satisfactory; at its best it promotes very effective learning but sometimes pupils are not given clear guidance on how to improve their work.

Curriculum and other activities

Grade: 2

A good curriculum meets pupils' needs, building on their skills and knowledge consistently. All subjects are carefully planned, providing a good range of relevant experiences for pupils. By rightly focusing on the teaching of basic literacy and numeracy skills, achievement is raised across all subjects.

Good opportunities exist to extend learning through very effective links with the community. Good community partnerships increase opportunities for pupils, including sports competitions, arts events and opportunities for pupils to meet and make friendships with children in the wider locality. Pupils value these, saying that they help them prepare confidently for transfer to secondary school. Provision for health education, including sex education and substance misuse, is covered well across the curriculum. The programme of activities outside the school day is satisfactory.

Provision for vulnerable pupils and those with learning difficulties and/or disabilities is good. Pupils' individual education plans provide clear targets for learning which, with good adult support, enable them to achieve well.

Care, guidance and support

Grade: 2

The adults who work in the school are skilled in supporting and caring for the children. Child protection procedures are very good and are followed rigorously; and any pupil who may be at risk, for any reason, is quickly identified and supported. Good links with outside agencies provide effective support for the school to help vulnerable children. Children say they feel safe and happy; any bullying or discrimination is dealt with swiftly and firmly. Pupils trust the adults who work with them and know where to turn for help. There are good arrangements for health, safety and individual welfare needs. Consequently, children are happy to come to school, although a few say that they would feel happier if they were given more praise and reward for their work.

Parents and carers feel welcome in school. They have positive relationships with the staff and this benefits their children's education. Teachers know what pupils can do, but there is more to be done to show some pupils how to improve their writing still further.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher leads the school well. By sharing her vision with the whole school community she has reaffirmed the school's strong Christian ethos and aspirations. Parents value the clear commitment she shows

to their children. They also value her commitment to the well-being of the community by making the school its focal point. The school regularly seeks parents' and pupils' views about the school, which are very positive. It acts very well upon their suggestions, such as by helping the parents' committee to establish provision for before and after school care. The new headteacher has been modest in the self-evaluation, judging some aspects of the school to be satisfactory when in fact they are good. However, she has a clear knowledge of the school's needs, has identified the correct priorities for improvement and understands what needs to be done to achieve them. She is developing the skills of staff well, ensuring that all know the part they play in improving the school and in checking its effectiveness. Governors also contribute well to this process. Their clear understanding of the school's work and their support for the headteacher's high aspirations enables them to guide and challenge the school very effectively.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

I was very pleased to meet you during our recent visit to Bridgemere C of E Primary School. Thank you for being so friendly and welcoming and for telling me about the good things that you do at school.

There are many good things to be proud of in Bridgemere school. Here are some that I liked the most:

- Mrs Dickinson and her staff look after you well
- you learn well because your teachers give you good lessons and, because you want to learn, you behave very well and enjoy trying hard with your work
- your school is doing a good job in helping you to learn to be healthy and keep safe
- your school works well with your families to make sure that you all learn as well as you can.

This is what I have asked your school to do now so that it will be even better:

- help you to make your writing as good as your reading and number work
- help you to celebrate what you have learned well and learn what you need to do to achieve even better.

You probably guessed that I enjoyed my two days in your school. Please carry on trying your best and enjoying learning.

With best wishes for the future.