



Somerset Bridge Primary School

Inspection Report

Unique Reference Number 123695
LEA Somerset
Inspection number 281541
Inspection dates 11 October 2005 to 11 October 2005
Reporting inspector Anne Johns RISP

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

Type of school	Primary	School address	Hamp Bridge
School category	Community		Bridgwater
Age range of pupils	4 to 11		Somerset TA6 6LG
Gender of pupils	Mixed	Telephone number	01278 424006
Number on roll	150	Fax number	01278 424006
Appropriate authority	The governing body	Chair of governors	
Date of previous inspection	10 October 2000	Headteacher	Mr Robert Smithen

Age group 4 to 11	Inspection dates 11 October 2005 - 11 October 2005	Inspection number 281541
-----------------------------	---	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by an additional inspector.

Description of the school

Somerset Bridge Primary School is a smaller than average primary school. Many pupils attend the school from out of the area. Since the previous inspection, there are many more pupils attending the school from homes experiencing economic and social hardship. Almost all pupils are from White British backgrounds and none speaks English as an additional language. The number of pupils with learning difficulties is below average, but it is increasing.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Somerset Bridge Primary School is an effective school with strong teamwork, clear and purposeful leadership from the headteacher and good support from the governing body. The school correctly sees itself as a good one and there are many positive features. Pupils in Year 6 achieve very good standards, especially in science, which is a strength of the school. Almost 75% of pupils achieved the higher level in the national tests in science in 2005. Many Year 6 pupils make very good progress because of the quality of teaching and their teachers' high expectations.

Pupils are full of praise for the school and enjoy their lessons and the extra activities. They are well cared for and feel happy and secure at school. The school does everything it can to involve parents. As a result, the response to the parents' questionnaire was very impressive and indicated a high level of support for the school. The use of information and communication technology (ICT) has much improved since the last inspection. The outstanding outdoor garden and wildlife area enriches the curriculum. Good teaching makes an important contribution to the school's success. Effective provision in reception ensures that children make good progress. The good leadership and management ensure that good value for money is provided.

The school has good assessment procedures, but does not always make the best use of this to help all the pupils improve. The pupils do not always have sharp enough targets for learning. Assessment information is not always used to full effect when planning lessons. Although the quality of writing for Year 6 pupils is high, the younger pupils, particularly in Years 1 and 2, need to further improve their writing skills. The school is tackling this issue and standards are improving. The pupils' understanding about a range of cultures is too limited. The school is well placed to improve its performance. This is shown by the effective way in which it has dealt with issues identified in the previous inspection.

Grade: 2

What the school should do to improve further

- make full use of information from tests and observations to ensure pupils have sharper targets for improvement and to support the teaching
- continue to improve the quality of writing in Key Stage 1
- make sure that all pupils gain a broad understanding of other cultures.

Achievement and standards

Grade: 2

Standards and achievement are good. For pupils aged 11, results in the national tests in relation to similar schools, have been significantly above average for most of the recent years. The school has set and met challenging targets. In Key Stage 2, many pupils make very good progress, with exceptional progress by Year 6. Most pupils in Key Stage 1 make good progress, but a few pupils make slower progress. Their targets

for improvement are not always sharp enough, which slows their progress. Teachers do not always make the best use of assessment information to help plan work that is better suited to the pupils' needs.

Children start reception with a range of abilities. Over the last few years, fewer children with higher attainment have joined the school. There are more children with below average standards on entry. Children in reception enjoy a range of interesting activities, including purposeful play. They make good progress and achieve well in relation to their starting point. By the end of reception, most meet the standards expected, although only a few exceed them.

In Key Stage 1, several factors have contributed to a fall in the national assessment results, for example, more pupils with learning difficulties. There has been improvement but the quality of writing remains below average because not enough pupils are achieving higher levels. The school is tackling the issue, for example, by increasing classroom support. Standards are beginning to improve and a significant number of pupils are making good progress. The good teaching is also helping to improve the standards.

Pupils reach high standards at the end of Year 6. Their overall attainment is well above the national average, with a significant number of pupils achieving the higher level, particularly in science, which is a strength of the school. In the national tests in 2005, almost 75% of pupils achieved the higher Level 5. Many pupils make exceptional progress from the end of Key Stage 1.

Pupils with learning difficulties and disabilities make good progress throughout the school.

Grade: 2

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral and social awareness, is good. Behaviour is very good and often exemplary. Pupils enjoy coming to school, like their teachers very much and have mature attitudes to their work. Very good relationships are created, helping the pupils to feel safe and well cared for. Attendance is good. Cultural development is satisfactory. Pupils learn about their own culture but there is not enough emphasis on preparing pupils for the cultural diversity of today's society. The school gives satisfactory opportunities for children to have their say about how the school works and where improvements are needed. Pupils are encouraged to adopt healthy lifestyles. They are aware of being safe, such as when using equipment in science. Their good social skills, together with their skills in communication, literacy and numeracy, prepare them well for the next stage of their life.

Grade: 2

Quality of provision

Teaching and learning

Grade: 2

Teaching is good, as shown in the good progress made by the pupils, although no very good teaching was seen. Very good relationships help the pupils to feel secure and they are keen to learn. Behaviour is managed very well. The pupils concentrate well and work hard. Effectively organised classrooms and a rich and stimulating learning environment support the pupils' learning. Teaching assistants are used effectively with good liaison. Teachers explain the purpose of the tasks clearly and capture and maintain the pupils' attention by using different learning styles. There is effective teaching for pupils who have learning difficulties.

There is a strong focus on teaching investigative science and extremely good use of the school's grounds. This has a positive impact on the high achievement and standards in Year 6. ICT is used well to support learning in a range of subjects, with good use of interactive whiteboards.

There are not always enough opportunities for pupils to write for a range of purposes and for the systematic development of their early story writing skills. Assessment procedures are good, but there are inconsistencies in the use of assessment to set very precise and individual targets. The use of information from assessment is not always used precisely enough to tailor targets to the needs of individual pupils. Thought is put into the planning and needs of different groups of pupils, but information from assessment is not always taken into account in teachers' planning for different abilities.

Grade: 2

Curriculum and other activities

Grade: 2

The curriculum is good. It serves pupils' needs well and helps pupils acquire valuable basic skills in reading, numeracy, science and ICT. The work and support provided to those with learning difficulties is good. Planning for the development of writing skills is good for older pupils and this helps them to achieve very well, but it does not fully stretch all pupils in Years 1 and 2.

The curriculum in reception is good with effective arrangements for ensuring a smooth transition to Year 1. Although the outdoor area for Reception aged children is small, it is compensated for by their frequent use of the school grounds.

There are effective arrangements to overcome the lack of a suitably-sized school hall for physical activities, for example, helpful links with sporting organisations and good use of the spacious school grounds. The curriculum is enriched by a wide range of additional activities and good community links. The school garden and wildlife area is outstanding and very well used. It makes a very significant contribution to standards in science.

The provision for ICT has much improved and is now good. Pupils talk enthusiastically about how they use ICT. They are very excited about the web cam placed in a bird nesting box and are pleased with art work which they produced on the computer. The school has recognised that provision for religious education is an area for improvement and has already taken steps to ensure all legal requirements are met.

Grade: 2

Care, guidance and support

Grade: 2

The quality of care provided by the school is good.

Parents and carers overwhelmingly agree that the school cares for and supports their children well. The very high response in the Ofsted parental questionnaire indicates that parents think highly of the school and what it provides. Child protection procedures are good and any pupils who are at risk or vulnerable are quickly identified, carefully monitored and supported well. The school works successfully with outside agencies to help these pupils. Health and safety procedures are satisfactory with regular checks made to reduce risk.

The pupils like their teachers very much. The very good relationships and the approachability of staff contribute significantly to the pupils' enjoyment of school and to their progress. Pupils are confident that they have an adult to turn to should the need arise. They feel listened to and trust their teachers. The school gives the pupils good guidance on personal and social matters and there are opportunities to help pupils understand how well they are doing, although some targets are not sufficiently challenging or sharp.

Grade: 2

Leadership and management

Grade: 2

The headteacher provides effective and purposeful leadership and is ably supported by the deputy headteacher. They know the pupils very well and provide clear direction for school improvement. The leadership is focused on meeting the pupils' learning needs, for example, by providing extra support for writing in Years 1 and 2. Staff work effectively together to ensure good quality educational provision and to promote the pupils' well-being. All pupils are included in the curriculum with effective extra support for those pupils who need it. Subject leaders are provided with time to work alongside their colleagues and they provide helpful support. There is a range of informative monitoring, which identifies areas that could be better. Actions are then put into place leading to improvement.

Self-evaluation is satisfactory. In its own analysis, the school was modest in its judgements. Although the school does analyse its data, the resulting information is not used as fully as it could be. However, target setting for Year 6 contributes to the pupils' high standards. The governing body has improved its role. It supports the school

well and has developed the way it challenges and questions the school. The views of parents are actively sought and taken into account. The effective quality of leadership and management means that the school has a good capacity to improve. This is evident from the significant improvement made in the areas identified in the previous inspection.

Grade: 2

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

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
--	-----------------------	--------------

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	3	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	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	3	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	3	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	NA
Learners are encouraged and enabled to take regular exercise	NA
Learners are discouraged from smoking and substance abuse	NA
Learners are educated about sexual health	NA
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	NA
Risk assessment procedures and related staff training are in place	NA
Action is taken to reduce anti-social behaviour, such as bullying and racism	NA
Learners are taught about key risks and how to deal with them	NA
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	NA
Learners, individually and collectively, participate in making decisions that affect them	NA
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	NA
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	NA
Learners have opportunities to develop enterprise skills and work in teams	NA
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

Dear Children

You may remember you recently had visitors to your school. We sat in your lessons, talked to you about your work and talked to your teachers and helpers.

We were trying to find out what your school is really good at. What are the things which you really enjoy and what you could do better?

We found out that you enjoy coming to school. You get lots of help from your teachers and the other adults in your classes. You know all about being healthy and getting plenty of exercise. You work hard and you concentrate in your lessons. You really enjoy ICT and using your wonderful garden and wildlife area and you like taking part in clubs. You are good at talking about the things that you like and you use interesting words. Your reading skills are good and the older pupils are very skilled at science. Some younger pupils are not always quite so good at writing, but they are working very hard to improve.

We also found some ways in which the teachers can help you to do even better in your work. We have suggested that they should give you clearer 'targets', which means the things you have to learn, so that you are all quite clear about exactly how you can improve. Your teachers are keen to carry on helping the younger pupils to improve their writing. We live in a busy and exciting world and you know lots about that. In our country, there are many people from different cultures and backgrounds and it is important for you to know more about them and I know you would find it interesting.

Work hard and keep enjoying school. You are very lucky to go to a good school - that's what you told us and we agree.

With best wishes from

Anne Johns Lead Inspector