



# Bridlewood Primary School

## Inspection Report

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**Unique Reference Number** 134134  
**LEA** Swindon  
**Inspection number** 282467  
**Inspection dates** 15 September 2005 to 16 September 2005  
**Reporting inspector** John Paull RISP

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

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|------------------------------------|--------------------|---------------------------|--------------------|
| <b>Type of school</b>              | Primary            | <b>School address</b>     | Chartwell Road     |
| <b>School category</b>             | Community          |                           | Swindon            |
| <b>Age range of pupils</b>         | 4 to 11            |                           | SN25 2EX           |
| <b>Gender of pupils</b>            | Mixed              | <b>Telephone number</b>   | 01793 706830       |
| <b>Number on roll</b>              | 53                 | <b>Fax number</b>         | 01793 706830       |
| <b>Appropriate authority</b>       | The governing body | <b>Chair of governors</b> | Mr Jon Booth       |
| <b>Date of previous inspection</b> | Not applicable     | <b>Headteacher</b>        | Miss Jane Rodbourn |

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|-----------------------------|---|------------------------------------|
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## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

Bridlewood Primary School opened with 54 pupils in temporary accommodation in September 2003. It moved into its new permanent building last April and now has 184 on roll. This means that pupils of different ages have been starting at different times throughout the year, although many are in the younger age groups, especially Reception and Year 2. Pupils in Years 3 and 4, and in Years 5 and 6 are taught together. The school is part of a rapidly expanding area to the north-west of Swindon. Pupils have joined the school for a number of reasons, but mostly because their family has moved into the new housing.

Attainment on entry in the different year groups varies and it does so considerably within each year. In the present Reception year, at this early stage in their education, with children in school only for part of the day, it appears that attainment on entry is above average. Around a tenth of pupils are on the special needs register which is lower than the national figure, although many are clustered in particular year groups. The number of pupils from minority ethnic backgrounds is below that found nationally.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Even though it has only been open for two years, Bridlewood is already an effective school, providing good value for money, which broadly matches its own views. The efforts of the headteacher and the work of her staff to ensure that what the school provides is of good quality have been rewarded in the positive attitudes of pupils. Varying standards of learners on entry, the building of a staff team and writing have been prioritised very carefully to ensure that all are dealt with effectively. Teaching is good overall, based on a solid curriculum, enabling pupils to make good academic and personal progress, although moral and social elements are stronger than cultural aspects, including in the Foundation Stage. The strong lead provided by the senior staff has had a substantial impact, enabling the school to induct new children and staff successfully, building a deservedly good local reputation. Standards in Year 2 and Year 6 are broadly in line with those expected of pupils' ages although, throughout the school, many pupils read very well for their age, while their writing is not as strong. Nevertheless, overall achievement is often good, bearing in mind the many different starting points and experiences of pupils before joining the school. The identification of pupils' individual needs is very strong. Systems of assessment are very thorough. Senior staff and governors alike recognise much strength already and everything is done in a climate of optimism. They know that newness and continuing growth mean that they cannot rest on their laurels. They are well placed to ensure that developments and improvements carry on.

### What the school should do to improve further

- Continue the implementation of its plans to improve writing, including handwriting and presentation, and ensuring consistency
- Enrich pupils' understanding of links between what they learn and the world outside school, including the multicultural nature of modern Britain.

## Achievement and standards

### Grade: 2

Inspectors confirm the school's view that learners' standards are in line with those expected for their ages. Assessment information and pupils' books show that they have learnt what is expected. Many pupils read very well for their age, which is reflected in the results of recent National Curriculum tests of pupils in Year 2. A well-taught reading lesson for pupils in Years 5 and 6 indicated that, by this stage, learners possess a broad range of skills. They enjoyed Jacqueline Wilson's Tracy Beaker books, knowledgeably comparing them with the television series. They found information, using contents, an index and chapter headings in reference books, and they used a thesaurus to good effect. Other work indicates that writing skills, including handwriting and presentation, while broadly average, are not as good as reading, often lacking sufficient richness in the use of vocabulary. This disparity is identified in the school's own improvement plans.

Gathering and uses of information about pupils' progress are strong features. Senior staff have recognised their importance in the context of a new school. Learners enter with a wide variety of previous experience, and at different times of the year. Age groups are therefore uneven in number. Formal reviews of progress take place every term, as well as ongoing discussions of teachers' own day-to-day assessments. As a result, no pupils are overlooked. Pupils of all groups, including those with learning difficulties and disabilities and of higher prior attainment make good progress, based on reliable targets.

Pupils' numeracy and technological skills are used well and link to other subjects, including English, history, art and design and Information communication technology.

## **Personal development and well-being**

### **Grade: 2**

Pupils enjoy being at Bridlewood, which is reflected in their good attendance. A welcoming and caring ethos ensures that they settle confidently and quickly, whatever their background. They concentrate and participate well in lessons and a weekly Celebration Assembly provides a good opportunity to praise their endeavour and to emphasise high expectations. Pupils are familiar with the school's Golden Rules and, as a result, they behave well and are polite and considerate. One pupil commented, "I have never heard of any bullying happening in this school". Records indicate that such behaviour is rare and dealt with well. Pupils take responsibility within the school through charity fund-raising and express their views in a school council. Staff are aware that this feature requires continuous development, because of the continuing influx of new entrants. Pupils show good understanding of the importance of a healthy lifestyle. Initiatives, such as Get Fit Days have contributed to a Healthy Schools Award. Pupils' moral and social development is good. Children, from reception age onwards, understand the reasons for a school behaviour code and accept the sanctions imposed if they do not live up to it. Spiritual and cultural development is sound but the school does not provide enough opportunities for awareness of the multicultural nature of Britain today.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The overall quality of teaching is good. Basic skills in reading are taught particularly effectively from the Reception Year on. These skills are nearly always taught well, which is reflected in those lessons that were directly observed during the inspection and in the headteacher's monitoring. Work is adapted well to meet the needs of pupils of different ability and backgrounds, including those with learning difficulties and disabilities. Pupils are made aware of what they are expected to learn and they knew their targets. Marking is often of good quality, providing encouragement, as well as offering simple messages about how to improve. School councillors were very clear

about what marking is for and how it can help them. Pupils with learning difficulties and disabilities make good progress, mainly because teaching assistants are involved in helping them to follow instructions and to understand tasks. A pupil with severe difficulties was taught very sensitively. A visiting teacher helped him so effectively that he was able to produce results on a computer that were similar to those of other pupils.

Procedures for assessing pupils' work are good. This information is used to adapt planning and to set future targets, helping to improve the progress of all pupils.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is well matched to pupils' needs; that for the reception classes is particularly well planned. The staff have met the challenge of adapting the curriculum to meet changing circumstances as the school inducts new staff and pupils. Provision for basic literacy, numeracy and ICT skills is planned carefully. Pupils are taught to become healthy and safe learners in personal, social and health education. Pupils with physical and learning disabilities receive well-planned opportunities and support, which are related to their own targets. As a result, they are fully integrated into learning and make good progress. Currently few extra-curricular activities are available and several pupils would like to see more opportunities for learning outside the school day. Some enrichment activities, such as instrumental music, and other cultural activities take place, although this area remains ripe for further development, particularly in relation to pupils' multicultural awareness.

## **Care, guidance and support**

### **Grade: 2**

Members of staff know pupils well and use their knowledge to provide good guidance and support. Child-protection procedures are rigorous. The school has good arrangements for supporting and monitoring pupils' personal development, through positive links with pupils' homes and with outside agencies. These features enable staff to care for pupils well and to identify and meet the needs of all of them, whatever their personal circumstances. Opportunities exist for pupils to assess their own performance. For example, in the ICT suite, pupils in Year 1 were asked to show smiley, sad or unsure faces to indicate how confident they felt about new skills that had been taught. The new school building, with its well-planned security fencing, ensures that pupils and staff are protected. Awareness of keeping safe is extended by good practices within each classroom and around the school.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. A good start has been made in establishing high-quality provision. The main aims of offering very good care and teaching are close to being met already. The headteacher has a clear view about where the school

is heading and conveys her ideas to new members of staff as they are appointed. Key skills that are needed to build the school are reflected in strong strategic appointments. Good examples are the deputy headteacher, who has brought powerful expertise in arrangements and uses of assessment, and the co-ordinator of the Foundation Stage, who has led provision in the reception classes very effectively. Induction arrangements for newly qualified teachers have been an important feature in successful recruitment of staff.

Statutory requirements are met effectively and strong procedures are developing to monitor and improve teaching, learning, future targets and progress. The school's focus on improving writing arose in just this way. Improvements to accommodation have been identified as desirable in view of the unpredictability of numbers of pupils in different age groups. Governors have supported strongly in this respect, raising the issue of much needed changes with the local authority. A minor weakness in governance, indicated in correspondence and minutes, is to be too involved in issues of management, rather than of strategic decision-making. That said, this feature is improving and governors understand the school's needs, strengths and weaknesses and, together with senior managers, are well-placed to ensure that improvement continues.

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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> | <b>School Overall</b> | <b>16-19</b> |
|--|-----------------------|--------------|

### Overall effectiveness

|  |     |    |
|--|-----|----|
| <b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b> | 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

|  |   |    |
|--|---|----|
| <b>How well do learners achieve?</b>   | 2 | NA |
| The standards <sup>1</sup> reached by learners   | 3 | 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

|   |   |    |
|---|---|----|
| <b>How good is the overall personal development and well-being of the learners?</b>                           | 2 | NA |
| The extent of learners' spiritual, moral, social and cultural development                                     | 3 | 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   | 2 | NA |
| The extent to which learners adopt healthy lifestyles   | 2 | NA |
| The extent to which learners make a positive contribution to the community                                    | 3 | NA |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 3 | NA |

### The quality of provision

|   |   |    |
|---|---|----|
| <b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>          | 2 | NA |
| <b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b> | 3 | NA |
| <b>How well are learners cared for, guided and supported?</b>   | 2 | NA |

<sup>1</sup> 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**

|  |     |    |
|--|-----|----|
| <b>How effective are leadership and management in raising achievement and supporting all learners?</b>                                       | 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  | 3   | NA |
| The adequacy and suitability of staff to ensure that learners are protected  | Yes | NA |

|   |     |
|---|-----|
| <b>The extent to which schools enable learners to be healthy</b>  |     |
| 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   | NA  |
| <b>The extent to which providers ensure that learners stay safe</b>   |     |
| 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 |
| <b>The extent to which learners make a positive contribution</b>  |     |
| 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 |
| <b>The extent to which schools enable learners to achieve economic well-being</b>                           |     |
| 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**

Bridlewood Primary School, Chartwell Road, Swindon, SN25 2EX

16th September 2005

Dear Children,

Thank you for being so helpful and welcoming to the inspectors who visited your school. We enjoyed looking at your work and seeing your lessons. We especially enjoyed chatting with so many of you in your classrooms and around the building and to those of you whom we met in the School Council!

What we like most about your school:

We like how hard you work and what you achieve. We also think that you behave very well

You are kind and thoughtful to each other and we especially liked meeting the School Councillors

There are lots of good things for all of you to do in your lessons and we especially thought that you read well

Your teachers teach you well and all the adults take good care of you, helping you to feel safe and sound.

What we have asked your headteacher, the staff and the school's governors to think about next:

To carry on helping you with your writing, including your handwriting, to make it even more exciting

To plan more outings and links for you into the community and more school clubs. John W. Paull (Lead inspector)