

# Bridge Farm Primary School

## Inspection report

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<b>Unique Reference Number</b>	132161
<b>Local Authority</b>	Bristol, City of
<b>Inspection number</b>	315944
<b>Inspection dates</b>	10–11 March 2008
<b>Reporting inspector</b>	John Carnaghan

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	391
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Robert Farley
<b>Headteacher</b>	Geoff Mason
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	East Dundry Road Whitchurch BS14 0LL
<b>Telephone number</b>	01179 030420
<b>Fax number</b>	01179 030421

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<b>Age group</b>	4-11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Bridge Farm Primary School was established in September 2006 from the amalgamation of the former junior and infant schools. It is larger than average. Almost all pupils are White British and speak English as their first language.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

In the eighteen months since it was established, Bridge Farm Primary School has established itself as a good school. It has some outstanding features. Inspired by the headteacher, the school sets itself very ambitious targets and these are central to its success. Outstanding links with other schools and institutions improve provision for its pupils. For example, a nearby secondary school provides extra tuition in sports. Parents are very pleased that their children attend Bridge Farm. As one correctly put it, 'This is a very friendly school with a lovely atmosphere. The teachers and headmaster have always got time for you.'

Children enter the school with lower-than-expected skill levels and make good progress in Reception as a result of the good provision made for them. By the time they leave from Year 6, their standards are above average. Pupils' achievement is good, although it is not so good in Key Stage 1, where teaching is less consistent. Pupils' enjoyment of school is excellent and their behaviour is outstanding. These contribute powerfully to their good achievement and personal development. Pupils are well cared for and have an excellent understanding of how to stay safe and avoid risks. They are all well known to staff, and pupils are confident that advice and support are readily available. Teachers offer pupils good guidance and helpful targets, so most know how to improve their work.

Teaching and learning are good. The atmosphere in classrooms is very positive; good relationships between adults and pupils ensure that good learning takes place. Effective planning and perceptive assessment by pupils and teachers alike ensure that progress is well understood and any potential underachievement is quickly addressed. The good curriculum offers a broad range of opportunities, both in and out of the classroom, and links between subjects help make lessons stimulating.

The headteacher plays a significant role in the school's good leadership and management. Now that the school is well established, he is increasingly delegating to senior colleagues, who offer good support and ensure that the school runs smoothly. Governors are very supportive and increasingly challenge the school and promote improvement.

## Effectiveness of the Foundation Stage

### Grade: 2

Children quickly develop very good learning routines and achieve well in each area of learning, particularly in their personal, social and emotional development. When they leave Reception, standards are at the expected levels.

The Foundation Stage is now led well by an experienced, well-qualified coordinator. Good induction procedures ensure children get off to a good start in supportive surroundings. The school is actively promoting closer links with the numerous local pre-school groups. The curriculum is thoroughly planned and effective in promoting children's development. All adults know children well and meet individual needs effectively, and parents report they are very happy with the quality of care. Assessment arrangements are good. Children's progress is carefully tracked, which allows the early identification of concerns and the allocation of additional support as required.

## What the school should do to improve further

- Ensure greater consistency of teaching in Key Stage 1 to promote even better achievement in Key Stage 1.

## Achievement and standards

### Grade: 2

Teachers' high expectations and the ambitious targets that the school sets promote good achievement, though this is better in Years 3 to 6 than in Key Stage 1. The close monitoring of progress and strong support provided means that few pupils are left behind. Pupils' achievement in English, mathematics and science is good, with no significant variations. Standards in these subjects are above average by the time pupils leave. Good support for pupils with learning difficulties and/or disabilities ensures that these pupils make the same progress as their classmates.

## Personal development and well-being

### Grade: 2

Outstanding behaviour contributes extremely well to good learning. Pupils' spiritual, moral, social and cultural development is good, with particular strengths in moral and social understanding. Pupils understand how to stay healthy, knowing the significance of good diet and regular exercise. They generally make healthy eating choices and take advantage of opportunities to take exercise by joining after-school sports clubs, for example. They really enjoy coming to school because lessons are fun and there is a great range of clubs. Attendance is average because some families take holidays during term time.

The school council is strong and pupils take their responsibilities very seriously. For example, they have organised a healthy tuck shop to support their healthy eating programme. Pupils enthusiastically undertake a range of responsibilities around the school. They enjoy fund raising, collecting money to support their Kenyan partner school. Pupils make a good contribution to the community and regularly visit the elderly. They develop work good workplace and other skills through good achievement in basic skills and effective links with the local airport and Young Enterprise. These links have involved some in commercial enterprises, such as making a DVD on the highlights of Bristol, which they thoroughly enjoyed.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teaching has numerous strengths. Most importantly, teachers promote a calm, collaborative and purposeful atmosphere in lessons. Pupils respond to this very positively. They enjoy lessons, behave outstandingly well and work very well independently and in small groups. These factors ensure good learning and achievement.

Lessons are well planned to provide a mix of brief, stimulating activities and provide the correct degree of support and challenge for all pupils. Creative links are made between subjects. For example, Year 4 teachers promoted improvements in writing and vocabulary through helping pupils to understand the water cycle, before committing their explanations to paper. In providing support, teachers work harmoniously with teaching assistants. Careful marking offers good advice. Teachers outline learning objectives very clearly, so pupils know what is expected of

them. Pupils have frequent opportunities to evaluate their own work and this promotes good learning. Some teaching in Key Stage 1 is less pacy and challenging, which is why pupils' achievement is not so good in these classes.

Teachers regularly assesses pupils' progress and use this information well to support and challenge pupils appropriately and to act on trends in achievement. However, the school acknowledges that tracking data could be better presented so that they are accessible to all staff.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum achieves a good balance between literacy, numeracy, creative and other areas of the curriculum. Careful planning ensures that all areas are covered, and this promotes pupils' good achievement. French is taught to pupils in Years 3 and 4, which they enjoy, and plans to extend this to all Key Stage 2 pupils are well advanced.

Pupils have good opportunities to develop their skills and talents outside lessons through a range of sporting, artistic and musical clubs, which many attend. The school orchestra and African drumming sessions offer splendid opportunities to many. Key Stage 2 pupils benefit from two residential trips, which enhances their social development. Information and communication technology (ICT) resources are good. The school is developing opportunities for pupils to use ICT across all subjects of the curriculum.

## **Care, guidance and support**

### **Grade: 2**

All staff are fully committed to promoting pupils' enjoyment and achievement. This is much appreciated by parents and one commented, 'All teachers are approachable and happy to discuss and manage any concerns about my child's happiness and progress.' There are good arrangements to care for pupils who find it difficult to mix with others or who have low self-esteem. Excellent links with outside agencies ensure that pupils have relevant support. This makes a strong contribution to the good provision for those with learning difficulties and/or disabilities. Behaviour and attendance are monitored rigorously. Arrangements for safeguarding pupils are robust.

Most pupils understand how well they are doing and know their standards in English, mathematics and science. Staff track progress and this has a positive impact on achievement because teachers are able to build successfully on pupils' previous learning. Parents, carers and pupils are fully involved in this process. Marking is usually comprehensive and most pupils know what they need to do to improve their work. However, the school recognises that marking is not consistent.

## **Leadership and management**

### **Grade: 2**

The headteacher has played a leading role in establishing this new school as a cohesive unit. Parents rate him highly, one perceptively reporting, 'The headteacher's strong leadership has taken the school from strength to strength.' He has successfully promoted a common sense of purpose, focusing on raising the achievement and promoting the pupils' well-being. This vision

is shared by senior leaders, staff and governors and these groups are starting to act more proactively in leading and managing the school. Future plans set ambitious targets. In striving to reach these, the school is constantly moving forwards, displaying a strong record of innovation. It has good capacity for improvement.

Rigorous checking procedures enable staff to evaluate their own and others' work. This is a key feature of the school's good systems of self-evaluation, which have enabled leaders and managers at all levels to build an accurate picture of the school. All teachers are accountable for promoting high achievement and there are good systems to ensure that they report to senior colleagues. Subject coordinators are beginning to develop the skills in monitoring their own areas.

Governors know the school well through their links with teachers and subjects. Many provide good support and hold the school to account, but governors acknowledge that there is a need to hone their skills. The school makes good use of its resources, and effective management has avoided any lessening of achievement caused by temporary staff absences.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	NA
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

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

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

Dear Pupils

Inspection of Bridge Farm Primary School, Bristol BS14 0LL

Thank you for such a warm welcome and for being so helpful to the inspectors when we visited your school recently. You told us that you really enjoy school life and that you think your school is good. We agree that Bridge Farm is a good school, and some things are excellent. One of the best things is your outstanding behaviour and, as you said, this makes the school a lovely place to work and play. You are developing well into polite and responsible young people.

You are well taught. Lessons are exciting and fun and this helps you achieve well and reach above-average standards. The work planned for you is interesting and you appreciate the wide range of clubs. You are very well looked after and rightly trust your teachers to help you should you need it. You get good information on how good your work is and this helps you to make progress.

The headteacher and team of teachers and assistants work hard to make sure the school is well run, and they plan well for the future. There is one important area where we would like the school to improve:

- We feel that pupils in Key Stage 1 could make better progress with lessons that are more pacy and challenging.

Once again, many thanks for all your help. It was great meeting you.

With best wishes for the future

John Carnaghan

Lead inspector



12 March 2008

Dear Pupils

**Inspection of Bridge Farm Primary School, Bristol BS14 0LL**

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The headteacher and team of teachers and assistants work hard to make sure the school is well run, and they plan well for the future. There is one important area where we would like the school to improve:

- We feel that pupils in Years 1 and 2 could make better progress with lessons that go faster and are more challenging.

Once again, many thanks for all your help. It was great meeting you.

With best wishes for the future

John Carnaghan  
Lead inspector