

# Bridgewater Primary School

## Inspection report

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<b>Unique Reference Number</b>	105912
<b>Local Authority</b>	Salford
<b>Inspection number</b>	336581
<b>Inspection dates</b>	16–17 September 2009
<b>Reporting inspector</b>	Eileen Mulgrew HMI

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	210
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Vincent Devine
<b>Headteacher</b>	Mrs E Ford
<b>Date of previous school inspection</b>	2 March 2007
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors visited eight lessons, each lasting about 50 minutes, scrutinised pupils' work, including samples from the previous academic year, and held meetings with three governors, all of the staff and several groups of pupils. They observed the school's work, and looked at a range of documentation including: the school improvement plan, records of pupils' progress, teachers' planning and assessments, information on pupils with special educational needs and/or disabilities, information on safeguarding, 113 parent questionnaires, 19 staff questionnaires and 78 pupil questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- standards in English, mathematics and science in Key Stage 2 and the quality of learning and progress throughout the school
- the overall quality of teaching, learning and assessment to ascertain whether it had improved since the last inspection
- how pupils display positive outcomes, particularly in taking responsibility for their own learning
- how effectively the curriculum meets pupils' needs and whether pupils find it enjoyable
- the effectiveness of governors in providing challenge and support so that weaknesses are tackled and statutory responsibilities are met, especially with regard to safeguarding and equality.

## Information about the school

Bridgewater is an average-sized primary school with most pupils from a White British background. More boys than girls attend the school with significant differences in some classes. Over a third of all pupils are entitled to free school meals; this is well above the national average. The percentage of pupils from minority ethnic groups is low; the largest group is of Black African heritage. The number with special educational needs and/or disabilities, including those with a statement of special educational needs, is broadly average. The school holds a number of awards: Healthy Schools; Investors in People; Artsmark Gold; Eco Flag; Activemark; and Dyslexia Friendly Status.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**4**

**The school's capacity for sustained improvement**

**4**

## Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

Areas for improvement from the last inspection have been insufficiently tackled to raise the performance of the school. Pupils' attainment in English, mathematics and science over the last five years has remained low and pupils continue to make inadequate progress in their time at the school. This has occurred because teaching is not consistently strong enough to ensure that pupils make the progress they should, the curriculum does not meet the needs of all pupils and does not make learning relevant, and leaders and managers have failed to take the necessary action to improve pupils' attainment and to accelerate their progress. In 2009 results in English improved to broadly average; this was because of a drive to improve reading in Key Stage 2. However, standards in mathematics and science dropped. As a result, improvements in individual subjects over the last three years have not been sustained. A similar picture exists at the end of Key Stage 1. Overall, attainment has declined over the last three years and remains too low throughout the school.

Pupils are welcoming, polite and look very smart in their uniforms. Pupils behave well and remain focused on their learning tasks. Many of the pupils are articulate and happy to talk to visitors. Elected members of the school council understand they represent the views of their classmates but have had limited experience of identifying an aspect of the school's work to improve, taking action and achieving a result. They would like more opportunities to help shape the future direction of the school. The eco group takes delight in explaining the process of growing vegetables in the allotment which are then used by the kitchen staff for lunch. As a result of this involvement, several pupils grow fruit and vegetables at home.

Curriculum plans do not give pupils adequate opportunities to develop and apply their basic skills through the full range of subjects. Long-term plans identify topics pupils will cover, but do not reflect a systematic progression of the skills, knowledge and understanding they need. As a result, teachers do not set weekly activities which build on pupils' prior knowledge. Despite this, pupils enjoy class activities and consider some of their lessons to be fun. The school's inclusion in the Education Action Zone (EAZ) has offered advantages, such as the teaching of Spanish for all pupils and visits to museums and art galleries. These activities have supported pupils' greater enjoyment and positive attitudes to school life.

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Governors and staff are committed to the care and support of all pupils. There is compelling evidence from inspection that some vulnerable pupils and their families have been well supported. However, the school is not currently meeting all the necessary requirements with regard to child protection and to those pupils with special educational needs and/or disabilities.

Leaders, managers and governors are only just beginning to recognise and tackle the significant weaknesses that exist. Senior and middle leaders lack the necessary skills and understanding of their role to be effective in raising standards. Although the headteacher has begun the process of improving leadership and management throughout the school, it is too early to have built sustained capacity for improvement. The headteacher has, in a very short time, broadly accurately evaluated the performance of the school. Using a staff training day, she presented information about the attainment and progress of all pupils to staff and governors. Consequently, staff and governors now have a clearer picture of the performance of the school compared with other schools nationally.

## **What does the school need to do to improve further?**

- Improve the quality of teaching and learning by:
  - providing further training for teachers to enable them to update their skills and develop an understanding of how to assess pupils' achievement in lessons
  - providing pupils with work which is based on their prior attainment and challenges them to improve
  - increasing the pace of lessons through setting higher expectations of what pupils can do and understand, and of the quality and quantity of their work.
- Ensure that pupils make much better progress and attain higher standards by:
  - involving them more in their own learning and assessment
  - using the information gained from checking on pupils' progress to set challenging personal targets.
- Improve the quality of the curriculum by:
  - producing a whole-school curriculum which plans a systematic progression of the skills and knowledge pupils need across different subjects and over time
  - ensuring that planning fully meets all pupils' needs.
- Strengthen the quality of leadership and management by:
  - making leaders and managers, at all levels, more accountable for the performance of the school
  - including all staff and governors in the analysis of assessment information in order to set challenging targets for the school; identify action to be taken and monitor and evaluate the effectiveness of such action
  - ensuring that statutory requirements with regard to safeguarding, equality of opportunity and community cohesion are met

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- enabling governors to acquire the knowledge, skills and information they need to equip them to support and challenge the work of the school.

**Outcomes for individuals and groups of pupils****4**

The quality of pupils' learning is inadequate overall. Several pupils commented that work was too easy. Too often they are given photocopied worksheets to complete, which do not offer any opportunity for developing independent work and restrict the amount expected. There are insufficient opportunities for pupils to take responsibility for their own learning, with no clear targets so pupils are unsure how they can improve their work and plot the progress they are making. As many pupils receive the same work as their classmates, their individual needs are not being met; this means that higher-ability pupils are not challenged and some less-able pupils do not know what to do. Pupils with special educational needs/and or disabilities have a similar experience to their classmates.

Most pupils like coming to school and recognise the importance of learning. This is reflected in the average attendance figures. Most pupils say they feel safe in school and confident in going to any teacher if they are troubled, although a few expressed concerns about bullying. However, pupils did feel that most incidents are dealt with effectively and inspectors consider that recent measures taken by the headteacher have improved systems for pupils to disclose any such issues. As a result of the school's involvement in achieving the Healthy Schools Award, pupils have an understanding of the benefits of a healthy lifestyle. Pupils are aware of the risks associated with the misuse of drugs and the dangers associated with railways and water. Some older pupils attend the after-school clubs provided by the school, such as karate, football, dance and the local youth club. They appreciate their swimming lessons. Pupils contribute to the school and wider community by taking on the roles of prefects, play leaders and 'buddies' to support pupils at playtime. Pupils have undertaken fundraising activities, such as selling cakes to fund a disco and support Children in Need. However, more could be done to establish greater links with the wider community. Pupils' spiritual, moral, social and cultural awareness are developed through the school's personal, social and emotional lessons. However, there is a need for pupils to gain a greater understanding of the different ethnic, faith and socio-economic groups which exist in the local, national and worldwide contexts. The involvement in the activities to gain the Artsmark has contributed an increased awareness of art and there are many examples of well-displayed art work in all areas of the school.

*These are the grades for pupils' outcomes*

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<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>4</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
<b>The extent to which pupils feel safe</b>	<b>3</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>4</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

**How effective is the provision?**

It is not strong enough to raise attainment and accelerate progress for all pupils. The quality of teaching is inadequate overall; this is because teachers have had too few opportunities to visit other schools to gauge the effectiveness of their own teaching; have had limited access to training which would enable them to develop up-to-date classroom practice; and have not used assessment data to compare accurately the performance of the school against schools nationally. Consequently, they do not have a full repertoire of teaching styles to engage pupils fully in their learning or to make regular assessments. Too much time is spent in talking to pupils thus slowing the pace of lessons and restricting the time for personal learning. There is an over-reliance on worksheets. Little use is made of a variety of resources or strategies to check the progress of pupils in lessons. During the inspection, a range of inadequate to good teaching was observed. Good aspects of lessons included planning based on prior learning, good use of questions to stimulate pupils to explain their thinking and effective use of individual targets that give pupils an indication of how to improve their work. Teaching assistants are committed to supporting pupils but they are not always used effectively enough. Relationships between teachers and pupils are good. Classrooms are bright and attractive with the school having a good quantity of resources including a nature garden.

The curriculum is insufficiently planned to ensure that pupils are taught a consistent progression of knowledge and skills. It does not take account of pupils' experiences or backgrounds. The lack of a long-term school overview of what pupils should know and understand results in a diet of weekly activities which fails to promote independent work

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or enables pupils to apply and develop their basic skills across a range of subjects. There is no whole-school planning record for every teacher to use and therefore monitoring of the curriculum content is inadequate.

Staff are very caring of pupils and there are examples of individual vulnerable pupils being supported extremely well. The learning mentor adequately supports pupils who may have behavioural or emotional issues. Most parents and pupils who responded to the questionnaires believe the school keeps pupils safe. However, a few parents were concerned about particular instances and these were investigated by the inspection team. The headteacher acted immediately on concerns about safeguarding she had identified and involved an officer from the local authority in taking rigorous steps to ensure that pupils are kept safe at all times. Despite this, the school does not fully meet the statutory requirements for safeguarding and, consequently, care, guidance and support are inadequate.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>4</b>
Taking into account: The use of assessment to support learning	4
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>4</b>
<b>The effectiveness of care, guidance and support</b>	<b>4</b>

**How effective are leadership and management?**

The inadequacies in pupils' achievement and in aspects of provision are directly linked to weaknesses in leadership and management. Senior leaders are insufficiently aware of their roles and responsibilities in raising attainment and securing better achievement. It is only very recently that they have become aware of how to use the information available about pupils' attainment and progress to raise the overall performance of the school. Senior leaders lack the necessary skills to be effective and take on a proactive role in shaping the school. Similarly, subject leaders do not have the skills needed to lead the school in their subjects and are underused. This is due to limited delegation of leadership and management responsibilities, a lack of clarity in those responsibilities, and little effective, focused training. There is now a determined drive for improvement and the school has the opportunity to involve parents and pupils more in its future development. The school has detailed information about pupils' academic progress but does not use this to bring about the necessary improvements. As such, it is not providing equality of opportunity for all pupils to achieve as well as they can. The links established with other schools through the Education Action Zone, although enjoyed by pupils, have had minimal affect on improving pupils' learning. A working party of staff and governors conducted an audit of the school's contribution to community cohesion which highlighted some gaps. Since then, however, the school has not established a



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policy, action plan or monitoring strategy. Although the school community is a generally harmonious one, the school has not given enough consideration to increasing pupils' understanding of the wider and global aspects of community cohesion. Governors have not fulfilled their statutory responsibilities in ensuring that these and safeguarding requirements are met. They have insufficiently held the school to account.

The new headteacher has quickly established herself as a credible leader. She has effectively communicated to governors and staff her vision for the school as one with high-quality provision for all pupils, which will lead to improved achievement. Using all available information, she has worked with staff to evaluate the current performance of the school. By doing so, she has gained the respect of the staff and a commitment from them to her vision. This was reflected in the 19 staff questionnaires returned to the inspection team. All of the staff felt they were proud to be a member of staff of the school and that their contribution to the school was valued. Given the short time the headteacher has been in post, this is a significant achievement.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>4</b>
Taking into account: The leadership and management of teaching and learning	4
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>4</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>4</b>
<b>The effectiveness of safeguarding procedures</b>	<b>4</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>4</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>4</b>

## **Early Years Foundation Stage**

Children enter the Early Years Foundation Stage with skills and knowledge that are below those typical for their age. They quickly settle into the routines of the Nursery and start to learn to take turns, share and work well with other children. They are happy and enjoy their learning. Parents appreciate the transition arrangements, which ensure a smooth move into the Reception class. Planned activities include a mix of teacher-led and child-initiated tasks that include the use of the outdoor environment. Although there

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are plentiful resources, the school is aware that many are in need of replacement and the headteacher has already instigated plans for a more stimulating outdoor area. By the time they leave, at the end of Reception, pupils have made satisfactory progress in gaining the knowledge and skills expected for five-year-olds. They make better progress in developing their personal and social skills, which is a good basis for future learning. The leadership of the Early Years Foundation Stage is underdeveloped due to a lack of clarity and guidance in understanding the full responsibilities of the role.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>4</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	4

**Views of parents and carers**

The questionnaires returned to the inspection team showed that most parents and carers are happy with the overall work of the school in educating and caring for their children. Their view is that the way their children are cared for and the way the school helps their children to have a healthy lifestyle are the most positive aspects of the school's work. The vast majority feel that their children enjoy school and the school meets individual children's needs. Very few felt that behaviour was a problem. Similarly, very few felt that their children were not making enough progress and a small number would like support to help their children's learning. While agreeing with some of the parents' and carers' views, inspectors found other aspects of the school's work are weaker than parents and carers judge them to be.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bridgewater Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 113 completed questionnaires by the end of the on-site inspection. In total, there are 210 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	63	48	60	46	5	4	1	1
The school keeps my child safe	66	51	63	49	0	0	0	0
The school informs me about my child's progress	48	38	71	56	7	6	0	0
My child is making enough progress at this school	42	33	70	55	12	9	1	1
The teaching is good at this school	57	45	61	48	7	6	0	0
The school helps me to support my child's learning	41	32	75	59	9	7	1	1
The school helps my child to have a healthy lifestyle	38	30	87	69	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	41	33	79	63	4	3	0	0
The school meets my child's particular needs	33	26	91	72	1	1	0	0
The school deals effectively with unacceptable behaviour	33	26	83	65	9	7	1	1
The school takes account of my suggestions and concerns	29	23	85	68	4	3	2	2
The school is led and managed effectively	32	25	86	68	6	5	0	0
Overall, I am happy with my child's experience at this school	45	35	78	61	3	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



On behalf of the inspection team, I would like to thank you for the welcome you gave us during our recent visit to inspect your school. It was good to meet so many of you in lessons, on the playground and in the meetings. You were all most polite and looked very smart in your school uniforms. Thank you to those pupils who gave up their lunchtime to talk to us. You told us so much about your school which was very helpful.

You will know that the reason for our visit was to decide how good an education you are receiving. We found that you behave well; your teachers want to do the best for you and you have a new headteacher with lots of ideas to make your school better.

We have decided though that, overall, it is not good enough and we have placed the school in special measures. This means that over the next year or so it will have lots of help to make it much better and that some other inspectors will visit to see if all of you are doing as well as you should.

To help your headteacher and teachers we have asked them to concentrate on:

- making sure that all pupils do as well as they can in English, mathematics and science
- making sure that your teachers always set work that suits each one of you, helps you to think hard and that you find interesting and challenging
- improving the links between the subjects you study so that the work you get makes sense to you
- making sure that those running the school have the information they need to improve the performance of the school.

We are sure you will rise to the challenge and help your teachers and headteacher to move the school forward.

Very best wishes for the future

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