

Bridgewater Primary School

Inspection report

Unique Reference Number	122076
Local Authority	Northamptonshire
Inspection number	340087
Inspection dates	19–20 October 2009
Reporting inspector	Jackie Cousins

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	416
Appropriate authority	The governing body
Chair	David Alderson
Headteacher	Geoff Adams
Date of previous school inspection	1 July 2007
School address	Bridgewater Drive Northampton Northamptonshire
Telephone number	01604 637056
Fax number	01604 611959
Email address	head@bridgewater-pri.northants-ecl.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2009

Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 20 lessons, and held meetings with the head teacher, governors, senior teachers and staff, and talked to groups of pupils. The inspectors observed the school's work, and looked at some documentation, pupils' work and displays and scrutinised 164 parent questionnaires.

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

- How consistently do children in the Early Years Foundation Stage progress in communication, language and literacy and personal, social and emotional development
- How effectively do leaders monitor the progress and attainment of boys, especially in Key Stage 1
- How well do more-able pupils make progress in Key Stage 2, especially in mathematics
- How is the school using feedback to pupils to increase the rate of progress
- How is the school's leadership working to develop pupils' understanding of the United Kingdom's multicultural community.

Information about the school

Bridgewater Primary School is a larger than average sized primary school. It has been growing from an infant school into a primary school over the last few years and this is the first year that it has had Year 6 classes. The proportion of pupils with special educational needs and/or disabilities is below average. Most pupils are from White British backgrounds. A significant proportion speak English as their second language or are from minority ethnic groups. No pupil is in the early stages of learning to speak English. The school has awards for Healthy Schools, Activemark, International Schools, Eco-Schools (bronze) and 'Britain in Bloom' (silver).

An after-school club operates from the school buildings but it is not managed by the governors and so findings are reported separately.

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?

2

The school's capacity for sustained improvement

2

Main findings

Bridgewater Primary School is a good place to learn. It has outstanding features such as the partnership with parents and carers. All who returned a questionnaire were exceptionally positive about how much their children enjoy school. One parent summed up their thoughts in the comment, 'I feel the school has always done its best for the children. If I have any concerns I am always comfortable about chatting with the teachers. I always feel the school cares about our children very much.' A high proportion of parents and carers strongly agreed that their children are kept safe in school. This is because care, guidance and support for pupils are outstanding. As a result, pupils' behaviour is excellent and pupils are very considerate to others. The school's leadership works diligently to take care of all pupils as individuals. This ensures that those from all backgrounds and abilities are integrated successfully into learning at school.

Pupils' attainment is above average and they achieve well from their starting points. Standards of mathematics are above average but pupils' progress in this subject, although satisfactory, is less strong than in English. This is because they do not always apply efficiently their basic skills to problem solving activities. Inside and outside areas are used imaginatively to extend pupils' understanding from Reception to Year 6. Children in Reception classes get a good start to their education because resources are used thoughtfully. Occasionally, assessments in the Reception classes do not record rigorously the next steps for learning for each child.

The school's leadership gives a high priority to monitoring pupils' progress. Pupils receive good teaching and achieve well. Staff use effective teaching methods; pupils learn through a wide variety of styles. Assessment is used consistently to inform lesson planning. Occasionally, criteria against which learning can be evaluated are rather broad and so pupils do not know what skills they are expected to use in each lesson. Pupils receive positive oral feedback but staff do not consistently explain in detail how well they have achieved.

An outstanding leadership team is very effectively driving improvements. This team is extremely committed and inspires others to work together very professionally. Considerable improvements since the last inspection include standards in writing which are above average in the present Year 6. Self-evaluation is used successfully by senior and middle leaders and so the school is in a good position to improve in the future.

What does the school need to do to improve further?

- Develop further the quality of teaching by ensuring all lessons contain

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

- highly specific criteria for learning so that all groups of pupils can evaluate which skills they have used effectively
- good quality discussion about how pupils have been successful in their learning.
- Improve pupils' rate of progress in mathematics so that they attain even higher levels of understanding by:
 - ensuring pupils learn to apply their basic skills in problem solving challenges.
- Enhance children's progress in Reception classes by:
 - making sure next steps for learning are always recorded in detail.

Outcomes for individuals and groups of pupils**2**

Outcomes for pupils are good which is quite an achievement given that this is only the first year that the school has had Year 6 classes. From the skills they demonstrate on entry, pupils make effective progress. As a result, their attainment is above expectations for their age in Year 6 in English and mathematics. Progress since pupils were in Year 2 is good in English but satisfactory in mathematics. The school plans in the near future to extend pupils' problem solving skills. More-able pupils progress successfully because staff challenge them well. In the present Year 6, at least 40% pupils are working at above average levels of skill in English and mathematics. Observations of lessons show that pupils in Year 6 are also working at above expected levels in science. Pupils with special educational needs and/or disabilities are supported very well and progress effectively. Those from minority ethnic groups are provided for successfully and they achieve well. Throughout the school, boys and girls progress at a similar rate. Assessments in 2009 demonstrate that attainment in Year 2 is average. In these assessments, 80% of boys attained average or better standards in mathematics because the grouping of pupils to teach this subject is successful.

Pupils' spiritual, moral, social and cultural development is good. This is because pupils form strong relationships with staff. The school raises pupils' self-esteem successfully through positive comments about their work and behaviour. Pupils contribute to the community effectively. For example, they helped to design a beautiful garden with a pond at the school and, as a result of this work and other environmental developments, the school was awarded a silver medal in 'The Britain in Bloom' competition. Pupils value everyone considerably including people who are less fortunate than them. They have positive attitudes to learning and concentrate well in lessons. Their attendance is high. Pupils are prepared successfully for the next stage of education because of their literacy, numeracy and well developed personal skills. Pupils work with equipment wisely. This is due to careful support from staff. Pupils feel very safe in school and know how to keep themselves safe in a variety of situations. For example, they are clear what to do if there is an emergency in school. Pupils adopt healthy lifestyles well. A good proportion of pupils take part in physical exercise activities in addition to the two physical education sessions they receive each week. They are knowledgeable about foods which are better for them and those which should not be eaten too often.

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

These are the grades for pupils' outcomes

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

How effective is the provision?

The main reason why pupils make such good progress is the good quality teaching they receive. In lessons observed, questioning was used particularly well by teachers. Teaching explains successfully how to record ideas methodically. This means that pupils develop their key skills well. In one outstanding session seen, planning activities to prepare pupils in Year 6 to write a biography were used extremely effectively and pupils were encouraged to think very creatively. Generally, paired discussion times allow pupils to explore their ideas successfully before they share their thoughts with the class. In a good lesson seen in Year 2, the interactive white board was used really well to allow pupils to explain how they would organise their work. The teacher explained a good range of ways for pupils to help themselves, and this is effectively developing their independence. Assessment is used well and rigorously informs extra support for pupils. Occasionally, staff do not share highly specific criteria for learning and so not all pupils are clear what skills they are expected to utilise. Pupils receive personal targets but feedback does not always explain how effectively they are meeting targets in lessons. This means that not all pupils have an in depth knowledge of how they have been

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

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

successful and what they can do to improve their work.

An outstanding curriculum gives a very high priority to the development of language, literacy, numeracy and scientific skills. Information and communication technology provision is good. Many projects are extremely well planned so that skills from different areas of learning are developed at the same time. The pupils thoroughly enjoy all the special event days and displays around the school celebrate their achievements very well. Pupils have very rich opportunities to learn music. For example, the school has a specialist teacher and a considerable proportion of pupils are learning to play an instrument. Provision for the gifted and talented pupils is developing effectively. This excellent curriculum has yet to have a full impact on pupils' overall achievement because the school is still growing into a primary school with the full age range.

Pupils receive exceedingly high levels of care from staff. Transition into school life is very well organised. Vulnerable pupils are identified outstandingly well. The school works extremely carefully with agencies to enhance pupils' well-being. Its work with families is deeply embedded and ensures parents and carers can access any support which is available. Regular sessions are held for parents and carers to learn about how to support their children's learning. Provision for pupils with special educational needs and/or disabilities is outstanding. For example, highly specific individual education plans are created which outline very clearly what pupils can do to help themselves learn more effectively. Teaching assistants work very skilfully to support all pupils and they provide extra evidence about whether pupils with additional needs are meeting their individual targets.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The senior management team, including the headteacher, lead the school with a huge amount of enthusiasm and expertise. They are always looking for ways to improve the quality of teaching and learning and make them even more successful. Subject leaders' roles are well developed and they are beginning to monitor carefully the quality of teaching throughout the school. School development planning sets clear direction for future improvements. Pupils have equal opportunities to learn because the school works meticulously to remove any barriers to learning. Pupils' achievement is monitored very carefully on a termly basis by senior leaders and so individual targets for attainment are reviewed regularly. Meetings to monitor boys' and girls' progress celebrate those who

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

have made better than expected progress. They also record very astutely what strategies will be used to support those whose achievement is a little slower than expected.

Governance is good and supports the school effectively. Governors work well with staff and challenge the school thoughtfully. They are involved successfully in planning for the future. Governors do not have a systematic approach to the collection of pupils' views. They make sure child protection and health and safety matters are dealt with carefully. Safeguarding procedures meet requirements well. For example, all staff receive regular training in child protection and thorough records are kept of all required checks.

The school works consistently to unite the local and wider community. For example, pupils sing for the elderly who live near the school. Leaders have evaluated all aspects of community cohesion rigorously and in the future the school plans to assess the impact of its provision on pupils' understanding. Pupils learn suitably about other cultures found in the United Kingdom but do not have a deep understanding of how to compare and contrast different cultures because their first hand experiences are a little limited.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children settle into school life quickly due to the very good use of home visits and opportunities for parents and carers to work with children at the start of the taught day. Children achieve well in the Reception classes. Standards are slightly above average by the start of Year 1 especially in attitudes and dispositions to learning, writing and

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

calculation. The children have made good progress from their starting points, which are in line with expectations for their age, except in literacy and knowledge and understanding of the world where they are below those expected. The children develop their basic skills effectively because staff use demonstration well. In a good lesson seen, children were shown the importance of organising objects in a line before they start to count them. This means that they develop an approach to counting which would give them accurate answers. Children learn to use language expressively because the staff are skilful in asking probing questions. Assessments regularly highlight what children can do but they do not always record the next steps. The starting point of each child is assessed carefully and individual progress is beginning to be tracked carefully.

The children's personal, social and emotional development is good because all adults ensure that the welfare of each individual is supported very well. For instance, a member of staff has completed training in first aid for children in the early years and accident records are kept rigorously. Children happily share equipment safely and work cooperatively. They behave extremely well. Snack time is used wisely; children learn to wait for their turn and listen to others carefully. They are encouraged to be independent and can easily extend their learning by collecting extra pieces of equipment, due to the thoughtful way that resources are organised. The leadership of this stage of education is good. Effective management has improved the use of the outside areas particularly well.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

An outstanding partnership is in place between parents and carers and the school. The majority of those who returned a questionnaire were very positive about the school and the progress their children are making. One parent summed up their own views by saying, 'I feel that the team at Bridgewater have been and continue to be outstanding. I put my faith in the school and Mr. Adams and they have exceeded my expectations. Both my children love coming to school and are proud to say they go to Bridgewater.' Inspectors investigated how the school listened to parents' and carers' ideas and concerns and found that leaders did work thoughtfully to act on these where it was possible to do so.

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 164 completed questionnaires by the end of the on-site inspection. In total, there are 416 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	129	79	35	21	0	0	0	0
The school keeps my child safe	145	88	16	10	3	2	0	0
The school informs me about my child's progress	93	57	66	40	5	3	0	0
My child is making enough progress at this school	100	61	62	38	2	1	0	0
The teaching is good at this school	118	72	45	27	0	0	0	0
The school helps me to support my child's learning	111	68	49	30	3	2	0	0
The school helps my child to have a healthy lifestyle	108	66	47	29	6	4	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)	102	62	48	29	6	4	0	0
The school meets my child's particular needs	105	64	53	32	2	1	0	0
The school deals effectively with unacceptable behaviour	104	63	53	32	5	3	0	0
The school takes account of my suggestions and concerns	81	49	62	38	14	9	0	0
The school is led and managed effectively	109	66	53	32	3	2	0	0
Overall, I am happy with my child's experience at this school	97	59	66	40	1	1	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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



21 October 2009

Dear Children

Inspection of Bridgewater Primary School, Northampton, NN3 3AF

Thank you for helping us to find out about your school. We enjoyed watching lessons and talking to some of you. You attend a happy and friendly school. Positive things about your school include:

You make good progress in your work

You behave outstandingly well in school

Your head teacher and senior teachers have very good ideas about ways to improve the school

Teaching is good and the staff work hard to make sessions interesting

An excellent partnership is in place between the school, your parents, carers and outside agencies

Staff care for and support you outstandingly well and listen to you thoughtfully, so you feel really safe in school.

We have asked your school to look at how they can make things even better. The most important matters are to:

Make sure staff explain to you more fully what skills you could use in lessons and discuss your successes in detail so that you reach even higher levels of knowledge and understanding

Ensure you make even faster progress in mathematics by using your skills in solving problems more effectively

Make sure the next steps children in the Reception class will take in their learning are recorded more carefully.

Continue to listen carefully to staff comments, come to school everyday and enjoy all the terrific things you are learning at Bridgewater Primary School.

Yours sincerely

Jackie Cousins

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.