

Bowbridge Primary School

Inspection report

Unique Reference Number	132784
Local Authority	Nottinghamshire
Inspection number	341339
Inspection dates	17–18 November 2009
Reporting inspector	John Foster

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	468
Appropriate authority	The governing body
Chair	Sue Trentini
Headteacher	David Dixon
Date of previous school inspection	0 July 2007
School address	Bailey Road Newark Nottinghamshire
Telephone number	01636 680142
Fax number	01636 680045
Email address	office@bowbridgeprimary.com

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 17 lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at monitoring records for teaching and learning, the school's policies and curricular planning. An analysis of 40 parental questionnaires returned was undertaken.

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

- the attainment on entry for children in the Nursery and the progress made at each key stage
- the school's evaluation of the provision and outcomes for children in the Early Years Foundation Stage
- the effectiveness of safeguarding arrangements
- the strengths within the school's curriculum
- the accuracy of the school's judgements for the quality of its partnerships and how the school promotes equal opportunities and tackles discrimination.

Information about the school

The school is much larger than the average sized primary school serving an area of Newark. Most pupils are of White British heritage with a small percentage from minority ethnic groups. The percentage of pupils with special educational needs and/or disabilities is well above average though there are no pupils with a statement of special educational needs. The percentage of pupils eligible for free school meals is well above the national average. The school holds a number of awards including Artsmark Bronze , Eco-schools Silver, the International School Award and Investors in People 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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school where pupils achieve well. The headteacher inspires the staff in their work and all share a positive vision for the school: to support pupils well so that they get the best start they can in life. Governance is good. Governors play an active part in the school's everyday life and are clear about its strengths and what needs to be improved.

When they start in the Nursery, children's skills are very limited and their attainment is considerably lower than typical expectations for their age. Provision is good in the Early Years Foundation Stage, allowing children to make good progress, though their attainment remains low and few reach the early learning goals by the time they move into Year 1. The experiences for learning in the outdoor area do not yet match those found indoors, though plans are well established to improve this provision. In Key Stage 1, pupils continue to make good progress, though by the end of Year 2 attainment remains well below national averages. The rate of progress made by pupils has improved year-by-year over the past three years. The latest unvalidated national data (2009) show that by the end of Key Stage 2 pupils have made significant progress and that their attainment in English and mathematics is broadly average. However, few pupils attained Level 5 in the most recent Year 6 national tests.

Pupils make consistently good progress because they are taught well. There are small pockets within the school where teaching is satisfactory. The effects of this are minimised because the satisfactory teaching is spread evenly across the school and the senior leadership team supports these teachers effectively to help them to improve their practice. The good curriculum supports pupils' learning well. While focussing on improving standards in mathematics and English has been the school's main priority, the curriculum has been extended well to support the school's excellent work in supporting sustainability and in ecology. Pupils are provided with good-quality care. Their spiritual, moral, social and cultural development is good. The school's positive ethos and the development of pupils' social skills help to support their learning well.

Good leadership promotes learning well. The school enjoys good relationships with the parents and ensures that they are kept fully informed about what is happening at the school. The school supports the local community excellently. The partnerships the school has made with local extended services and the receiving school are outstanding.

Community cohesion is good overall.

Because of effective leadership and the good quality of teaching, care, guidance and support, the school is in a good position to sustain improvement.

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

What does the school need to do to improve further?

- Ensure that the quality of teaching is consistently good or better by:
 - making sure that all groups of pupils are given appropriate work to develop their learning
 - extending further the support given to those teachers where weaknesses have been found in their practice.
 - Improve the outdoor provision in the Early Years Foundation Stage by:
 - matching the planning for outdoor activities to the high quality for those indoors
 - enabling children to move more freely between the indoor and outdoor activities
 - implementing the school's plans for improving the facilities for outdoor learning.

Outcomes for individuals and groups of pupils

2

Pupils achieve well during their time at the school. From exceptionally low starting points, children experience good learning opportunities, enabling their very weak language skills to improve significantly. By the time they start in Year 1, few pupils reach the learning goals expected. Throughout Key Stage 1, pupils maintain the good progress though, by the end of Year 2, attainment is still well below national averages. The 2009 national tests showed that Year 6 pupils had made significant progress in Key Stage 2. As a result, they attained standards that were broadly average in mathematics and English. The current Year 6 pupils are achieving well and are on line to attain similar standards to those attained in 2009. The results in science, however, remained well below average. The school has identified the below average standards in science as an area for development and plans for improvement are being implemented, though limited impact is yet to be seen. Pupils with special educational needs and/or disabilities are identified early and given good support so that they achieve as well as other groups of pupils.

Pupils told inspectors that they are cared for well and feel safe in school. Relationships between pupils and adults are very good. The staff's high expectations result in good behaviour, particularly in lessons, where behaviour is often exemplary. Pupils know that they should eat healthy food and most of them enjoy the healthy lunches provided at the school. They take part enthusiastically in the many sporting activities. Pupils make an excellent contribution to the school and local community. They readily undertake responsibilities, such as when they serve on the school and eco councils and accept a range of responsibilities enthusiastically. Pupils are very aware of their environment and they work tirelessly to protect it. For example, a group of friends decided to clean up their street and do this each day after school. Pupils are fully involved in looking after the animals in school and do this enthusiastically. They have developed enterprise skills through organising the sale of eggs and produce they have grown. They are involved in

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

recycling and collect waste food to create their own compost for their gardens. Attendance is satisfactory and most pupils come to school very regularly because the school works hard to encourage regular attendance.

Pupils are aware of the world around them, and their work in ecology promotes caring attitudes. They get on very well together in work and in play. By the end of their time at Bowbridge, pupils have gained high levels of confidence and readily talk to visitors.

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	3
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	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching and learning are good, though there is some variation across the school. At its best, teaching is inspirational and pupils are pushed to achieve as well as they can. As a consequence, they behave very well and work hard to please their teachers. The better teaching results from careful planning, identifying clearly what is to be learned and ensuring that pupils of different abilities have work appropriate to their needs. Where teaching is less effective, teachers are not as clear about how they can maintain a good pace to lessons and learning slows. Their expectations of what pupils can do are not as clear as in the good lessons.

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

The curriculum is designed to make learning fun and this encourages pupils to work hard and maintain their good progress throughout the school. A recent review highlighted a need to improve the creative aspects of the curriculum and to make links between subjects more relevant for pupils' learning. The school has taken notice of this, as is evident in the theatre project, incorporating mathematics, literacy, music, art and drama. A major strength of the curriculum is the work relating to ecology and caring for the environment. The media centre is used well to support pupils with special educational needs and/or disabilities. Within the centre, this group of pupils are given very good support to develop their language skills. Visits and visitors are used well to support learning, such as when pupils are taken on residential visits.

Pupils know that, should they have a problem, they can talk to any adult in school knowing that they will be listened to sympathetically. The relationships between staff and pupils and between pupils are good. The good links the school enjoys with the receiving secondary school supports pupils' transition for their future education well.

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	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher's inspirational leadership ensures that staff share his vision to provide the best education possible for the children in their care. In this, he is supported well by the experienced deputy headteacher and senior staff. They work enthusiastically to ensure that this vision is brought to fruition. The accurate evaluation of the school's performance leads to effective planning for future development. An important result of this planning has been the development of the new teaching block which provides excellent facilities for its pupils. They appreciate their new environment and look after it well. Governance is good. A strong group of governors work hard to support the headteacher and staff in providing well for the pupils. Many governors work in school alongside the staff, using their wide expertise to support pupils in their learning.

The school supports parents well and they, in turn, give good support to the school. Regular newsletters are sent to parents and feature on the school's website. Excellent partnerships have been established to promote learning and well-being for pupils. Many of these relate to the work on ecology and sustainability and also with local secondary schools. Ensuring that all pupils enjoy equal access to all aspects of its activities is paramount to the school's ethos. All groups of pupils are included in all activities and those experiencing difficulties in learning are given good support.

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

While the school has very good and well-established links with the local and global communities, its national links are less well developed. As a result, pupils are not as aware of the rich cultural diversity to be found in this country as they could be.

Safeguarding arrangements are good and fully meet current government guidelines. Appropriate policies are in place and staff have been trained and are aware of their roles and responsibilities.

The school is well placed to maintain its good improvement and gives good value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
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 in Early Years Foundation Stage are cared for very well and settle into the Nursery and Reception classes well. They start with exceptionally low attainment for their age but because teachers plan well for their learning, they make good progress. However, very few reach expected levels by the end of their time in Reception, and most are still well below the levels expected. However, the experiences they have enable their social skills to improve at a fast pace. They begin to share more readily and play well with each other. Staff create a stimulating learning environment for the children, who enjoy the activities prepared for them. This is particularly true of the indoor learning environment. Though extensive, the outdoor area does not offer as wide a range of opportunities as indoors. Particular emphasis is placed on developing children's very weak language skills and the improvement is significant. Children enjoy their learning immensely. They play well together and are beginning to share their toys

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

and equipment. The staff plan well for children's social and moral development, such as when they talked about the effects of bullying in a Reception class.

The Early Years Foundation Stage is led well and the staff work well together to ensure that the children have a positive start to their school lives. They assess children's progress well and use the information gained to plan for effective learning so that the children maintain good levels of progress. Parents are kept fully informed about the progress their children are making through day-to-day contact with the teachers.

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

Parents fully support the school and what it does for their children. Though only a small percentage returned the parents' questionnaire, those who did were almost unanimous in their responses that the school provides a good education for their children. Only a tiny minority expressed negative responses to any of the questions. These negative comments do not reflect inspection findings. For example, all children spoken to indicated that they enjoy school and what is provided for them.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bowbridge 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 40 completed questionnaires by the end of the on-site inspection. In total, there are 468 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	23	58	15	38	2	5	0	0
The school keeps my child safe	19	48	20	50	0	0	0	0
The school informs me about my child's progress	18	45	22	55	0	0	0	0
My child is making enough progress at this school	21	53	19	48	0	0	0	0
The teaching is good at this school	21	53	19	48	0	0	0	0
The school helps me to support my child's learning	18	45	22	55	0	0	0	0
The school helps my child to have a healthy lifestyle	18	45	20	50	1	3	1	3
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)	16	40	22	55	0	0	0	0
The school meets my child's particular needs	19	48	20	50	0	0	1	3
The school deals effectively with unacceptable behaviour	18	45	19	48	1	3	1	3
The school takes account of my suggestions and concerns	13	33	26	65	0	0	1	3
The school is led and managed effectively	21	53	19	48	0	0	0	0
Overall, I am happy with my child's experience at this school	23	58	17	43	0	0	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.



20 November 2009

Dear Children

Inspection of Bowbridge Primary School, Newark NG24 4EP

Thank you for the welcome you gave to the inspection team when we came to inspect your school recently. I would like to thank you for helping us with our work and to tell you what we found out about your school.

Your headteacher and staff care about you greatly and work hard to ensure that you have a good education. You told us that you enjoy school and that your teachers make learning fun. You are taught well and most of you attend school regularly, which helps you to make good progress. You behave well, especially in lessons, when you try hard to please the teachers and produce good work. The work you do in ecology and looking after your environment is excellent. You look after the animals in school very well and make sure that waste food is composted to use in your gardens. The staff make you aware of what is happening in the world and the links you have with schools in France and Africa help you to understand the differences between your lives and those of other children. Your school council does a good job for you and you can all be proud of your contribution to making the school so good.

In order to make your school even better, we have asked your headteacher, the staff and governors to:

??help you to reach even higher standards by giving you work that challenges you

- improve the outdoor area for children in the Nursery and Reception classes.

You can help them by continuing to work hard, making sure that your behaviour stays as good as it is now and by making sure that all of you attend school regularly.

Yours sincerely

John Foster

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.