

Serco Inspections
Boundary House
2 Wythall Green Way
Middle Lane
BIRMINGHAM
West Midlands
B47 6LW

T 0300 123 1231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



22 April 2010

Mr Peter Driver
Headteacher
Bridge Junior School
Mere Close
Off Mere Road
Leicestershire
LE5 3HH

Dear Mr Driver

Ofsted monitoring of Grade 3 schools

Thank you for the help which you and your staff gave when I inspected your school on Wednesday 21 April 2010, for the time you gave to our phone discussions and for the information which you provided before and during my visit. Please pass on my thanks to the pupils, staff and governors whom I spoke to.

As a result of the inspection on 25 June 2008, the school was asked to:

- raise teachers' expectations to ensure the standard of writing produced by pupils is high enough
- ensure that lessons are challenging enough for all pupils
- improve procedures for assessing pupils' progress and standards
- improve monitoring and self-evaluation procedures to keep a closer check on the work in lessons and in pupils' books and ensure that action is taken to address and rectify weaknesses.

Having considered all the evidence I am of the opinion that at this time the school has made good progress in making improvements and good progress in demonstrating a better capacity for sustained improvement.

Pupils continue to enter school with attainment that is below average. At the last inspection attainment was below average by the time pupils left Year 6. It has improved since then and test results in 2009 show that, by the end of Year 6, attainment was average overall. Pupils are performing considerably better in mathematics and science but attainment, though improved, remains below average in English. School assessment data shows that presently attainment in the key subjects in Year 6 is lower than last year, but in Years 3, 4 and 5 it is closer to the expected level. This improvement in attainment is because pupils' progress has accelerated very rapidly since the previous inspection.



School leaders have correctly created a very rich environment for developing and extending pupils' English language skills and have laid firm foundations to improve their writing, for example, the shared book activities that take place daily. Pupils demonstrate that their reading, speaking and listening skills have improved since the last inspection because of this improved provision which has led to the rise in standards in English. Consequently, in 2009 the proportion of pupils who achieved the expected Level 4 was average though the proportion reaching Level 5 remained below. The curriculum and teaching of writing has improved. Pupils have many opportunities to practice their writing skills in other subjects. For example, pupils wrote some very good accounts describing the feelings of their parents when they came to live in this country. In addition pupils write poetry of a high standard that they are proud to display. Pupils, in particular boys, demonstrate a greater confidence and enjoyment of writing. Teachers demonstrate a much greater understanding of how to teach writing and have raised expectations for most groups of pupils leading to improvements in the quality of writing. However, this has not yet had sufficient impact on standards by the end of Year 6 which remain below average. This is because, in some lessons, teachers' expectations are still not high enough for more able pupils. Not enough use is made in these lessons of assessment information to pitch work at a high enough level.

In most lessons now there is greater challenge and this is leading to much better progress and achievement in mathematics and science. For example, more able pupils reported how much they enjoyed the challenge of problem solving activities in mathematics. The school has established a curriculum with very close links between subjects that pupils report they thoroughly enjoy. This has motivated many to carry out independent research and to involve their parents in the work.

Assessment procedures have improved since the previous inspection. Teachers use the information effectively to group pupils by ability and to identify those that need extra help or support in their work. This has contributed to the rise in standards in the key subjects. Recent improvements in the procedures mean that senior leaders are now well placed to track the progress of different groups throughout the school. Assessment information is not yet used as effectively to check that pupils who benefit from additional support such as those who find it difficult to learn English language skills make the progress that they could.

School leadership has strengthened. Regular procedures for monitoring and evaluating teaching and learning have been instrumental in successfully raising achievement. Middle leaders now demonstrate a much greater capacity to lead improvements. For example, the guidance that pupils receive on the next steps they need to take to improve their work is much better. Leaders have ensured that marking is of a consistently high standard and that pupils' targets for improvement are linked to the learning objectives and success criteria in lessons. Pupils report that they find the guidance to be very helpful. In addition the school has maintained high standards of behaviour and successfully reversed a trend of declining attendance.



I hope that you have found the visit helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Tim Bristow

Her Majesty's Inspector

