Inspection of Bridgetown Primary School

Byron Road, Stratford-upon-Avon, Warwickshire CV37 7JP

Inspection dates: 14 and 15 September 2022

Overall effectiveness	**Good**
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Good**
Leadership and management	**Good**
Early years provision	**Good**
Previous inspection grade	Good

What is it like to attend this school?

Bridgetown Primary School is a school at the heart of its community. From Reception-age children winning the schools section of 'Stratford in Bloom' for their garden to pupils in Year 5 performing on the Royal Shakespeare Company stage, leaders ensure that there are opportunities for all.

Pupils are happy and feel safe. They know that teachers care for them. They understand the school values of 'ready, respectful and safe' and say that staff 'teach us how to be kind.' Bullying rarely happens, but pupils say that adults listen and help if it does. They value having a nurture room and the quiet space that this offers if they feel worried about anything.

Pupils are proud when leaders share examples of their good behaviour in assembly. They are polite and well-mannered around school. For example, they hold doors open for visitors. As soon as children start school in Reception, they quickly learn the routines and expectations and are ready to learn.

One parent summed up the views of many, by stating, 'Bridgetown is a happy, inclusive school with high expectations for its pupils.' Inspectors agree.

What does the school do well and what does it need to do better?

Children in the early years are quick to settle into life at Bridgetown Primary School. They work and play together happily with their friends. They enjoy the calm, well-resourced environment. For example, they work in groups to make tea and cakes in the mud kitchen. The children present as confident, curious and happy. Teachers plan a range of activities which children enjoy. Staff mostly provide effective support so that children engage in learning both in and out of the classroom. For example, staff moved tyres further apart in an obstacle course to develop the children's balance and coordination. However, leaders recognise that this support is not always consistent. There are opportunities for children's learning to be developed further.

Leaders have introduced a new phonics scheme to improve the way pupils learn to read. All staff have received the training they need to deliver the scheme. New resources have also been purchased to support the teaching of phonics. Pupils take home books which help them to practise the sounds they are learning. Leaders identify which pupils are at risk of falling behind and put extra support in place to help them catch up. However, some staff, including those who provide this extra support, do not have the skills they need to teach phonics well. As a result, some pupils are not learning to read as quickly as they could.

Leaders have an ambitious vison for the curriculum. In some subjects, such as mathematics and religious education (RE), leaders have set out the knowledge that pupils need to learn and the order in which they should learn it. They have checked that the curriculum is taught as intended. Teachers use a range of strategies to

check pupils' learning. However, this is not consistent. There is further work to do to ensure that all teachers use assessments precisely to check what pupils know and can remember.

Leaders ensure that they quickly identify the specific needs of pupils with special educational needs and/or disabilities (SEND). They ensure that pupils and their parents are able to give their views in how they can be supported. Extra help is organised, so that pupils do not miss out on anything. As a result, pupils with SEND are fully included and achieve well.

Pupils behave well in lessons. They listen carefully and enjoy their learning. Through assemblies and regular lessons, they learn about the school values and model these consistently. Pupils also enjoy a wide range of clubs and other opportunities, such as choir, gardening and coding.

The governing body has recently been restructured. Members of the governing body are ambitious for the school. They challenge leaders and hold them to account. Governors are strengthening the way they provide effective support and challenge, particularly around the curriculum.

Staff say that leaders are always willing to listen. Leaders are considerate of their workload. Staff are proud to work for the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that safeguarding is a priority for everyone. All staff and governors receive regular training. This helps them to identify when a pupil might be at risk from harm. Staff understand the robust procedures for reporting concerns. Leaders respond swiftly to any reports and make referrals to outside agencies when needed. They follow these up relentlessly. This means that pupils at risk receive the support they need.

Pupils are taught how to keep themselves safe. This includes initiatives such as those relating to road safety.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some staff need further support and development to enable them to teach phonics effectively. This means that some pupils do not learn to read as quickly as they could. Leaders should provide further training to ensure that all staff become experts in delivering the reading curriculum.
- Some teachers do not consistently check pupils' learning. This means that they are not aware of any gaps in pupils' knowledge. Leaders should ensure that teachers use assessments precisely to check what pupils know and remember.
- In the early years, some staff do not spot where children's learning could be further developed. This means that, on occasion, children do not make as much progress as they could. Leaders should ensure that staff engage consistently well with children to help make the most of learning opportunities..

How can I feed back my views?

You can use Ofsted Parent View to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further guidance on how to complain about a school.

Further information

You can search for published performance information about the school.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	125526
Local authority	Warwickshire
Inspection number	10242159
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	396
Appropriate authority	The governing body
Chair of governing body	Luke Jackson
Headteacher	Jane Tailby
Website	http://www.bridgetown.warwickshire.sch.uk
Date of previous inspection	13 July 2017, under section 8 of the Education Act 2005

Information about this school

- Before- and after- school care is run on the school site by an external provider.
- The school does not make use of alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- During the inspection, inspectors carried out deep dives into these subjects: reading, mathematics, personal, social and health education, religious education (RE) and design and technology. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors also looked at curriculum plans and spoke to leaders about some other subjects.
- Inspectors held meetings with the headteacher, the deputy headteacher, the special educational needs coordinator, the school business manager and governors.
- The lead inspector spoke to a representative from the local authority.
- The lead inspector observed some pupils reading to staff. Pupils were observed at lunchtime and on the playground. Inspectors spoke to groups of pupils.
- To inspect safeguarding, inspectors met with the designated safeguarding lead, looked at the single central record of recruitment checks, looked at safeguarding records and talked to pupils and staff.
- Inspectors considered responses to the online survey, Ofsted Parent View, and spoke with parents at the school gate. Inspectors took account of responses to the online questionnaires for staff and pupils.

Inspection team

Rachel Henrick, lead inspector	His Majesty's Inspector
John Bates	Ofsted Inspector
Justine Lomas	Ofsted Inspector

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