

Bridgewater Primary School

Bridgewater, Delaval Road, Newcastle-upon-Tyne, Tyne and Wear, NE15 6NL

Inspection dates 17–18 December 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school

- Pupils thrive in the school's inclusive, harmonious and nurturing environment. Pupils feel very well cared for and safe. The staff ensure that all pupils are given every opportunity to engage fully in school life.
- Children in the Early Years Foundation Stage have excellent facilities and teaching to enable them to make rapid progress.
- Pupils' progress, from their starting points, is outstanding throughout the school, because every child's progress is frequently reviewed and support is provided if their progress is not better than expected.
- All pupils are able to make the same outstanding progress, including those known to be eligible for support through the pupil premium, pupils who speak English as an additional language, disabled pupils and those with special educational needs.
- Outstanding teaching ensures that each individual child gets the best possible opportunity to learn very quickly, particularly in reading, writing and mathematics.
- Teaching staff plan lessons and activities that are generally very well matched to the different ability groups in each class. In science and topic work, pupils' work is not always as well matched to abilities but this is being improved.
- Writing is exceptionally well taught in the school, resulting in all pupils making much better than expected progress.
- All staff have high expectations and a consistent approach to managing pupils' behaviour, resulting in pupils showing high levels of respect to adults and each other. Pupils are excellent ambassadors for their school.
- Pupils' attendance has improved rapidly over the last four years. The vigilant monitoring of pupils' absence and the many initiatives, such as providing transport and Breakfast Club, have all made a significant contribution.
- The excellent leadership of the headteacher has ensured that the whole school team works well together to provide the highest quality of education. All staff have extremely high expectations for the pupils. The focus on rapid progress and attention to individual pupils' difficulties has driven up standards over the last few years.
- The governing body effectively challenges all aspects of the school's work. It also provides high quality support.

Information about this inspection

- Inspectors observed parts of 16 lessons, including two joint observations with the headteacher. In addition, inspectors listened to pupils read and reviewed their written work.
- Meetings were held with different groups of people involved with the school. These included pupils, members of the governing body, the headteacher, senior and middle leaders, other members of teaching staff and two officers from the local authority.
- The 22 responses to the online questionnaire (Parent View) and the school’s surveys for parents were examined. The Ofsted questionnaire completed by school staff was also examined. The school’s website was reviewed.
- A range of documents were reviewed, including information on pupils’ achievements, the school’s data on pupils’ current progress, documents relating to planning for improvement, procedures for checking the quality of teaching, documents relating to safeguarding and records relating to behaviour and attendance.

Inspection team

Barbara Hudson, Lead inspector

Additional Inspector

Janice Gorch

Additional Inspector

Barbara Waugh

Additional Inspector

Full report

Information about this school

- This school is an average-sized primary school.
- Most pupils are from White British backgrounds. There are an average number of pupils from many different minority ethnic backgrounds. The number of pupils who speak English as an additional language is well-above average.
- The proportion of pupils supported at school action is below average. The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- The proportion of pupils known to be eligible for pupil premium is well-above average. Pupil premium is additional funding allocated for pupils in the care of the local authority, those known to be eligible for free school meals or whose parents are in the armed services.
- The proportion of pupils who start the school other than in Nursery class and those who leave the school before Year 6 is very high. The cohort sizes are much smaller in Key Stage 2 than in Key Stage 1. This results in relatively small cohorts of pupils taking national tests at the end of Key Stage 2.
- The school has an Early Years Foundation Stage and Key Stage 1 Assessment Resource Centre, which admits pupils from across the city of Newcastle.
- The school meets the government's current minimum floor standard, which sets the minimum expectations for pupils' attainment and progress.
- A new deputy headteacher was appointed in September 2013.
- The school has provision for 0 to 3-year-olds. This facility was not part of this inspection.

What does the school need to do to improve further?

- Further develop a consistent approach to matching pupils' science and topic work to the ability groups within each class.

Inspection judgements

The achievement of pupils is outstanding

- Pupils achieve exceptionally well in this school. Those pupils who start school in the Nursery and remain in the school until the end of Year 6 make rapid and sustained progress. Those pupils who join the school other than in Nursery class also make rapid progress.
- Most children join the Nursery with skills and abilities that are very low for their age. The excellent provision in the Nursery and Reception classes enables the children to make outstanding progress from their starting points.
- As they move through Key Stage 1, pupils continue to make rapid progress and up to 2012 attainment was improving strongly and moving much closer to the national average. This, however, was not the case in 2013, when standards at the end of Year 2 fell in reading, writing and mathematics. This was due to a fifth of the pupils joining the school in Year 2 speaking little or no English. However, most pupils made at least good progress and some made outstanding progress.
- Pupils in Key Stage 2 make excellent progress and leave Year 6 with standards that are in line with those nationally in mathematics and reading, and above in writing. In 2013, standards in reading were below national because fewer pupils than usual attained the higher level, Level 5. Standards in grammar, punctuation and spelling are below those found nationally. The school is very aware of this, and their analysis shows that, in 2013, it was boys' spelling that was the problem. They are confident that this problem has been resolved and the work in pupils' books supports this.
- In the current Year 6, there are no differences in attainment and progress between reading, writing and mathematics, including for the most able pupils. This is because the school has put in more support for the most able, particularly to support them in reading more complex texts. It is also providing more opportunities for pupils to check their understanding through talking about what they have read. Attainment in all three subjects is on track to be at least in line with national expectations for pupils of this age.
- In 2013, all pupils made the expected progress in reading, writing and mathematics from the end of Year 2 to the end of Year 6. In writing, over half the pupils made more than expected progress, which is much higher than nationally. In reading and mathematics, a third of the pupils made more than expected progress. The progress that the pupils make is above the national average. Lower- and middle-attaining pupils, and those pupils supported at school action, make much better progress than those groups nationally. Higher-attaining pupils make better progress than those nationally.
- Disabled pupils and those with special educational needs, including those in the Resource Centre, make outstanding progress. This is because they receive excellent teaching that is very well matched to their abilities and needs.
- Pupils who speak English as an additional language make good progress because of the way in which they are included in all school activities, the support and care that they receive from staff and the high quality teaching.
- Extra provision, funded by pupil premium, has provided more staff. This enables more focused one-to-one and small-group support. It also enhances the pastoral provision for those pupils and families with particular social and personal needs. As a result, pupils supported by this funding make excellent progress from their starting points. In the 2013 tests, pupils known to be eligible for free school meals were one year ahead of their peers in school and two terms ahead of the same group nationally.

The quality of teaching is outstanding

- Teaching is outstanding. It has improved since the previous inspection because the senior leaders have focused on developing high-quality teaching through effective training and

evaluation of its impact. Teaching staff are given clear areas for improvement, which they willingly implement.

- All lessons are taught at a lively pace. Pupils are very clear about what they are to learn and are motivated and confident to have a go. Pupils also know that if they go wrong the teaching staff will help them get it right in a way that shows their efforts have been valued.
- The key feature of the outstanding teaching is the speed at which pupils are moved on to the next stage of learning. This is because teachers are continuously assessing what pupils know and can do. They adapt the pupils' work to accelerate learning or provide further reinforcement.
- Pupils thoroughly enjoy their learning. Their spiritual, moral, social and cultural development is promoted very effectively in lessons. As a result, very positive relationships between teaching staff and pupils are evident. Pupils work very cooperatively together and this assists their learning.
- Pupils know their targets well and the marking of pupils' work in writing and mathematics is thorough. Comments by teaching staff are supportive and helpful. Pupils are given time to respond to these comments; they take advice seriously and apply it to their next pieces of work.
- While the work pupils are asked to do in writing and mathematics is very closely matched to their learning needs, in science and topic books the work they are given is not always as closely matched to their needs. Therefore, the progress they make is not as rapid as it is in writing and mathematics. The school is aware of this and improvement plans are already in place and being acted upon.
- Parents report that their children are taught well.

The behaviour and safety of pupils are outstanding

- The school provides a haven of calm where pupils feel safe, learn to get along with each other, and become confident learners. Staff have very high expectations and show respect to the pupils who, in turn, want to please and do as they are told.
- Pupils feel safe in school. They have a very clear understanding of the school's system to manage behaviour. They are aware of the different types of bullying and are confident that if it should occur, the staff would quickly resolve the problem. They have a good understanding of how to keep themselves safe in a variety of situations because the curriculum covers a wide range of aspects about staying safe, including those relating to the use of computers.
- Pupils' attendance has improved rapidly over the last four years. This is because the excellent school systems are having a significant impact on ensuring pupils get to school. The well attended Breakfast Club, along with snack time and school dinners, provides pupils with nourishment throughout the school day.
- Pupils receive very high quality support and care. There is very effective support for their families. The very thorough procedures to safeguard pupils are very effectively implemented throughout the school. Staff effectively liaise with a wide range of support agencies so as to be sure that they are providing the very best possible for each individual child.
- Parents are very positive about pupils' behaviour, indicating that their children feel particularly safe in school and that they are very well cared for.

The leadership and management are outstanding

- The headteacher provides excellent, inspirational leadership. She has developed an extremely effective whole-school team. Leaders are very effective at adapting to the varying demands of the school population, such as those of pupils who have recently been admitted to the school speaking little or no English.
- The robust procedures to check the quality of teaching and the accuracy of teachers' assessments of pupils' attainment and progress have been instrumental in improving the school. Every child's progress is rigorously reviewed every half-term. Actions, whether for academic or

pastoral support, are very quickly put in place if any child is not making better than expected progress from their starting point.

- The senior and middle leaders have clearly defined roles and responsibilities. All leaders carry out their duties rigorously. Their evaluation of how things stand is exceptionally well used to provide an accurate understanding of the strengths and areas for development across the whole school.
- Systems to manage staff performance are used very well to support and challenge their work. Staff highly value the range of well-targeted training opportunities offered within and beyond the school.
- School leaders and governors value the high quality support that they receive from the local authority. The school also works productively with other schools.
- Pupils are provided with a lively, well-planned curriculum which contributes to their eagerness to learn. An interesting range of subjects and topics for study, plus a wide range of after-school sporting and creative activities, including educational visits, helps pupils to be motivated to come to school and succeed.
- The new primary school sports funding is well used to increase the teachers' expertise and to provide pupils with opportunities to take part in a wide range of physical activities. Many activities occur during the school day and some are provided through after-school clubs. The provision is enabling pupils to develop their interests and potential.
- Rigorous financial monitoring and evaluation ensures the funds the school receives are well used, including the pupil premium funding.
- The staff have built very strong links with parents. Parents are very appreciative of the education that their children receive and the help and support that they receive from the school staff.
- **The governance of the school:**
 - Governors are very proactive and have the skills and expertise to challenge and support the leaders appropriately. They know the school exceptionally well and make a significant contribution to the way in which the school evaluates itself and sets areas for development. They use information about pupils' progress well when they review staff performance and pay progression. They have a clear understanding of the school's finances, including pupil premium and primary sports funding. The school's safeguarding arrangements meet the statutory requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	108466
Local authority	Newcastle Upon Tyne
Inspection number	430892

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	257
Appropriate authority	The governing body
Chair	Lynn Stephenson
Headteacher	Samantha Robson
Date of previous school inspection	22 May 2012
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