

St Bridget's CofE (Controlled) Primary School

St Bridget's Lane, West Kirby, Wirral, Merseyside, CH48 3JT

Inspection dates 29-30 January 2013

Overall effectiveness	Previous inspection:	Good	2
	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.

- All pupils achieve extremely well and reach standards that are well above average in English and mathematics. The rates of progress pupils make are more rapid than at the time of the previous inspection.
- Teaching promotes outstanding learning and progress. Careful planning and attention to individual needs mean that all pupils thrive and want to learn.
- Excellent support for disabled pupils and those who have special educational needs ensures that they make very good progress and are fully included in the school.
- Pupils' behaviour is excellent. They are polite, considerate and work hard. Older pupils carry out many roles and responsibilities and this prepares them well for their future lives. They know and understand how to keep themselves safe.
- Pupils' spiritual, moral, social and cultural development is outstanding. They reflect very carefully on different issues and have a very clear understanding of the school's values.
- School leaders check the quality of teaching and manage performance closely. Training and advice are provided and, as a result, the quality of teaching and consequently pupils' achievement have improved since the previous inspection.
- The governing body actively supports the school and challenges school leaders. It knows what needs to be done to sustain the high standards achieved.

Information about this inspection

- Inspectors observed teaching in all classes. They saw 21 lessons and also support sessions for individuals or groups of pupils to boost their progress in English or mathematics.
- Discussions were held with pupils, teachers, the headteacher, three members of the governing body and a representative from the local authority.
- Inspectors took account of the 103 responses to the online questionnaire (Parent View). They also considered previous survey information collected by the school, and spoke informally to parents as they brought or collected their children from school and responded, by telephone, to a parent who made contact with the inspection team. Consideration was also given to written comments received from parents.
- Eighteen staff questionnaires were also reviewed.
- The inspection team listened to pupils read, spoke with them about their learning and looked at the work in their books.
- The inspectors looked at a number of documents, including the school's checks on how well it is doing, the school improvement plan, data on pupils' current progress, leaders' reports of lesson observations, minutes of the governing body meetings and records relating to behaviour, attendance and safeguarding.

Inspection team

Heather Simpson, Lead inspector	Additional Inspector
Sheila O'Keeffe	Additional Inspector
Prydwen Elfed-Owens	Additional Inspector

Full report

Information about this school

- The school is larger than most other primary schools.
- Most pupils are White British with a few coming from a range of minority ethnic backgrounds.
- Nearly all pupils speak English as their first language.
- A below average proportion of pupils are eligible for the pupil premium, which provides additional funding for looked after children and pupils known to be eligible for free school meals.
- The proportion of pupils with special educational needs and supported through school action is average.
- The proportion of pupils with special educational needs and supported at school action plus or with a statement of special educational needs is also average.
- Pupils are educated on site. There is no alternative provision off the school site.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There is a daily before- and after-school club which is run by a private provider and is therefore inspected separately.
- Since the previous inspection, there has been a change of headteacher and deputy headteacher.
- The school has recently received a Recognition of Commitment in working towards becoming a Rights Respecting School, an Equalities Award and an Enterprise Award.

What does the school need to do to improve further?

- Improve the quality of pupils' handwriting and presentation throughout the school by ensuring that teachers always accept only the best work.
- Ensure that all leaders strengthen the existing links between parents and the school by:
 - promoting the virtual learning environment, school website and other forms of communication to address any concerns raised.

Inspection judgements

The achievement of pupils is outstanding

- Since the previous inspection, pupils' attainment has remained high and been consistently above the national average in both English and mathematics. School data show that all current year groups are on track to continue to reach levels which are well above average in English and mathematics.
- Most children join the school with skills that are expected for their age. They make outstanding progress in both their personal and academic development in the Reception classes due to skilled teaching which caters exceptionally well for their needs.
- This rapid progress continues throughout Key Stage 1, so that by the end of Year 2, pupils are working at levels which are above those expected for their age in reading, writing and mathematics. Standards in writing have particularly improved since the previous inspection for pupils of all abilities.
- Outstanding provision continues across Key Stage 2 so that by the end of Year 6, pupils are working at levels well above others their age in all subjects. Teaching of high quality has ensured that all pupils make at least the good progress expected and many make excellent gains. The proportion of pupils reaching the higher levels in English and mathematics has increased and is much higher than the national average.
- Pupils achieve exceptionally well in reading and pupils read widely and often. Younger pupils use their knowledge of letters and sounds successfully to tackle new words. Reading volunteers make a valuable contribution to the progress of pupils who are struggling and need additional help. Older pupils read for pleasure and have developed excellent reading habits, for example, reading at bedtime. They talk enthusiastically about the books they have read and their favourite authors. They read lengthy and complex texts and enjoy both fiction and non-fiction books, both in hard format and using new technology.
- Disabled pupils and those with special educational needs make outstanding progress because of the targeted support they are given in lessons and the additional support they receive outside lessons. Those with specific needs, for example, pupils with physical disabilities, make good and on occasion, outstanding progress, due to the highly skilled support of their adult helpers and their full inclusion in all lessons.
- Pupils eligible for the pupil premium also make outstanding progress along with their peers. This funding is used effectively to provide additional adult support in lessons and to subsidise school trips and music lessons. This ensures that both their academic and social needs are fully met and they achieve as well as every other pupil in the school. Consequently, the attainment gap with other pupils is narrowing rapidly.
- The large majority of parents who responded to the Parent View are happy with the progress their children make.

The quality of teaching is outstanding

- Teaching has significantly improved since the previous inspection. It is consistently at least good and much of it is outstanding. Carefully planned lessons, which build on pupils' prior knowledge and understanding, are carefully matched to their individual needs. This enables pupils to make excellent progress.
- Lively and imaginative teaching leads to highly motivated and enthusiastic participation in lessons. Teachers in every class insist on good behaviour, effort and the highest possible standards, although on occasion, teachers sometimes accept too readily written work that is not well presented.
- Children in Reception classes thrive due to the wide range of activities provided for them both indoors and outdoors. Work is carefully planned around topics such as 'Fairytales' to capture their imaginations and ensure they build on and further develop their early learning skills. For

example, the giant magic marbles (made of ice) placed around the classroom inspired and excited the children and promoted lots of questions and discussion about when and why they might melt.

- Teachers' classroom management and relationships with their pupils are excellent. Regular written and oral feedback to pupils, together with clear guidance on how they can improve their work, enables pupils to make rapid progress.
- Additional adults are used highly effectively and they provide just the right help that pupils need. They use good questioning skills to find out what pupils know and then gently prompt and support as needed to ensure that the work set is manageable. Excellent support is provided by adults for pupils who are disabled or have special educational needs. They provide high standards of care and support to ensure pupils are fully included in lessons and the school community and reach high standards.
- New technology is used effectively for booster groups, particularly in Years 5 and 6 where pupils have regular sessions in the computer suite to practise and improve their mental mathematical skills. Individual pupils also receive specialist support from external teachers, for example, those with dyslexia or speech and language difficulties, and this high quality support ensures that pupils reach the same levels as their peers.
- The large majority of parents who responded to the Parent View feel their children are taught well.

The behaviour and safety of pupils are outstanding

- 'TEAM' is the school motto – Together Everyone Achieves More and this is certainly the case at St Bridget's. Relationships are extremely positive and all staff and pupils work well together inside and outside lessons to achieve the best results possible. High standards of behaviour and good manners are strongly re-enforced through the school's commitment to becoming a Rights Respecting School. A Recognition of Commitment award has already been obtained towards this process.
- Pupils are polite, welcoming and a pleasure to be with. Their attitudes to learning are exceptional. They work hard and show high levels of concentration and perseverance in all classes. They make an exceptional contribution to their own learning.
- Pupils have an excellent understanding of types of bullying, for example cyber-bullying, as a result of work done in school. They say that bullying is rare but that when it is reported, it is dealt with effectively.
- Pupils know and follow the school's behaviour policy fully. They particularly like the rewards offered that promote good behaviour, for example, team points, the Secret Student and Golden Time.
- Pupils feel safe and know how to keep themselves safe as a result of school initiatives such as 'Bike it' and being taught, for example, about water safety, first aid, and drug abuse.
- Most parents spoken to and who responded to Parent View say their children are safe and that behaviour is good. These views were confirmed by school records, the exemplary behaviour seen during the inspection and from discussions with pupils.
- Attendance is regularly above average because pupils enjoy school.

The leadership and management are outstanding

- The senior leadership team has successfully created a strong staff team who are very committed to improving their practice and maintaining high standards. All staff who returned the questionnaire had positive views of the school.
- Actions taken since the previous inspection have led to improved rates of progress and consistently higher quality teaching.

- Senior leaders know their school extremely well. They have developed comprehensive action plans to build further on the current success. Pupils' progress is regularly and systematically tracked and the results are used to identify where improvements are needed. This ensures that every child achieves at the highest level possible.
- All teachers are held accountable for pupils' progress. Regular checks are carried out by senior leaders on the quality of teaching. Training and additional support are provided if necessary and salary progression is only approved if teachers meet the standards required – namely that all pupils make at least good progress.
- The school promotes equality for all pupils vigorously. There is no evidence of any discrimination. Results for all groups of pupils, given their starting points and backgrounds, are broadly similar, indicating that the school's commitment to equal opportunities is fully translated into practice.
- Pupils' spiritual, moral, social and cultural development is outstanding. Pupils are taught to be thoughtful and reflective in whole-school assemblies, to behave safely at all times and to consider the needs of others. Pupils from all backgrounds greatly enjoy learning, achieve well and have an excellent preparation for the next phases of their lives. There are strong links with the local church.
- Rich and memorable experiences are provided through the school's exciting curriculum. A wide range of visits and visitors enhance different subject areas, for example, visits to different places of worship help pupils develop their knowledge and understanding of other world religions. A wide range of after-school clubs are offered together with peripatetic music lessons to broaden pupils' artistic, musical and sporting skills. Strong partnerships also exist with local secondary schools and provide extra provision for science and modern foreign languages.
- A few parents have individual concerns about the school regarding different issues but overall the large majority of those spoken to and those who responded to Parent View would recommend the school to others. Senior leaders, however, wish to resolve any conflicts or communication issues with the small number of parents who have concerns.
- The local authority has oversight of the school's performance and has confidence in the leadership of the school. They support as required or requested, for example, validating pupils' results at the end of Reception and Year 2, and carrying out a review of mathematics.
- **The governance of the school:**
 - The governing body has an excellent overview of the school's strengths and areas for improvement. Their wide range of expertise and knowledge is used to both support and challenge all leaders rigorously. They are actively involved in the school and monitor the quality of teaching and leadership by visiting school regularly, meeting with leaders and checking school data. Governors are fully aware of how the performance management of staff and salary progression are linked to improved outcomes in pupils' achievement. They keep a close check on how the school uses its money, including that provided through the pupil premium. Their overview of data enables them to assess the impact this funding has had. They attend training to keep their skills and knowledge up to date and this enables governors to fulfil their statutory duties. Safeguarding procedures are highly effective and ensure all pupils and staff are well protected.

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	105062
Local authority	Wirral
Inspection number	402962

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4-11
Gender of pupils	Mixed
Number of pupils on the school roll	410
Appropriate authority	The governing body
Chair	Dr Andy Bates
Headteacher	Mr Neil Le Feuvre
Date of previous school inspection	9 July 2008
Telephone number	0151 625 7652
Fax number	0151 625 3160
Email address	schooloffice@stbridgets.wirral.sch.uk

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