

# Inspection of Bridstow CofE Primary School

Bridstow, Ross-on-Wye, Herefordshire HR9 6PZ

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Inspection dates: 6 and 7 December 2022

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|---------------------------|-------------|
| The quality of education  | <b>Good</b> |
| Behaviour and attitudes   | <b>Good</b> |
| Personal development      | <b>Good</b> |
| Leadership and management | <b>Good</b> |
| Early years provision     | <b>Good</b> |
| Previous inspection grade | Good        |

## **What is it like to attend this school?**

This is a welcoming and caring school. Parents say that staff are very nurturing towards the children and that children love going to school. Pupils agree, saying that they enjoy coming to school to 'work together, grow together and flourish together'.

Pupils show sensitivity towards one another. They look after each other and play calmly together. Pupils say that bullying is rare but that adults deal with it if it happens. This helps pupils to feel safe.

Staff have high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). Parents of pupils with SEND appreciate the expertise of adults at school and the level of support they provide.

Children get off to a flying start in reception, sharing in an exciting curriculum within a safe, stimulating environment. Skilled staff encourage children to become independent and resilient learners. Adults join in with children's imaginative play and encourage them to extend the range of words that they know and understand.

Throughout the school, pupils continue to take pleasure in learning and take part in wider school activities such as musical instrument tuition. They become very skilled at using electronic devices to create, organise, edit and store their work.

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

Leaders have worked hard since the last inspection to put an ambitious curriculum in place. They have ensured that in most subjects, pupils' learning is well sequenced, which helps to deepen their knowledge over time.

In mathematics, for example, there is a well-planned and sequenced curriculum which breaks learning into small chunks. As a result, pupils become skilled, confident mathematicians as their learning builds on what they already know. In other subjects, such as history, it is not as well sequenced. Leaders have designed a curriculum which is interesting and engaging. However, pupils struggle to remember some of what they learn because lessons do not build well enough on previous learning.

In lessons, including in the early years, teachers and support staff ask questions to assess how well pupils are learning. This develops pupils' thinking and understanding so they can articulate what they are learning.

Reading is a priority from the moment children join the Reception class. Staff use a well-considered approach to the teaching of phonics. This means that pupils become familiar and confident with phonics early in their school life. Most become fluent readers before they enter key stage 2. Teachers and support staff are well trained and know the children well. Leaders track how well pupils read and give additional help to those who fall behind.

While leaders have done a lot to promote a love of reading, they have not given enough consideration to the quality of texts that pupils experience. So, while pupils enjoy reading, and read often, they do not read widely enough.

Pupils display positive attitudes, enjoy their learning across the curriculum and achieve well. They have access to devices on which they carry out much of their work. However, when they are required to work in books, they do not always have the fluency or stamina they need. The work they produce is typically of high quality, but work in books is variable and sometimes untidy.

A few pupils find learning difficult. Leaders put in place appropriate support quickly and monitor to establish whether pupils have additional needs. Where pupils are identified as having SEND, leaders work effectively with other agencies to get the support pupils need. Leaders ensure that staff are very well trained and knowledgeable about the additional needs of pupils. Leaders ensure pupils with SEND learn well.

Pupils behave well at this school. They are kind, helpful and thoughtful of one another. Leaders have ensured that year groups mix at playtimes. and pupils told inspectors that they relish this. When pupils struggle with behaviour, leaders are quick to act. They support pupils to ensure they can access their learning and so they do not distract others from learning.

Leaders nurture pupils' all-round development. Pupils talk enthusiastically about their experiences beyond the classroom. They visit a variety of places, including the local church and other places of worship. Pupils really enjoy the visits and visitors which bring learning to life, such as the 'day as an evacuee' when studying the Second World War. Pupils develop as young citizens through roles such as digital leaders and school librarians.

Leaders and governors know the school well and know where improvements are needed. They have established a very inclusive, caring culture in which pupils feel cared for and staff feel valued. Staff say that their workload and well-being are always considered by leaders and that they are proud to work at the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that all safeguarding arrangements are fit for purpose. Leaders and governors ensure that rigorous recruitment checks take place before staff and other adults begin to work in the school. They ensure that staff are well trained to identify pupils who may be at risk from harm. Staff keep electronic records which detail concerns and the actions taken. When there are concerns about pupils, staff act promptly and decisively to keep them safe. This includes liaising with relevant external agencies when required.

Through the curriculum, pupils learn about how to stay safe in the real world and online.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In some subjects, leaders have not ensured that pupils' learning builds on what they already know. As a result, pupils do not learn the most important knowledge in these subjects. Leaders should ensure that they identify the key learning in all subjects. They should also make sure that this content is well sequenced, so pupils' knowledge builds on what they already know.
- Leaders have not ensured that pupils experience a wide range of quality texts. This means that pupils do not gain a broad knowledge of literature. Leaders should ensure that pupils hear and read a broad range of high-quality texts.
- Pupils have limited opportunities to develop fluency and stamina in their written work. Therefore, the quality of work which children produce in their books is not always of high quality. Leaders should ensure that pupils have sufficient opportunities to practise work in books, so the quality of their work is always as high as it should be.

## **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

|                                            |                                                                          |
|--------------------------------------------|--------------------------------------------------------------------------|
| <b>Unique reference number</b>             | 116869                                                                   |
| <b>Local authority</b>                     | Herefordshire                                                            |
| <b>Inspection number</b>                   | 10240258                                                                 |
| <b>Type of school</b>                      | Primary                                                                  |
| <b>School category</b>                     | Voluntary aided                                                          |
| <b>Age range of pupils</b>                 | 4 to 11                                                                  |
| <b>Gender of pupils</b>                    | Mixed                                                                    |
| <b>Number of pupils on the school roll</b> | 89                                                                       |
| <b>Appropriate authority</b>               | The governing body                                                       |
| <b>Chair of governing body</b>             | Paul Mason                                                               |
| <b>Headteacher</b>                         | Dan Brearey                                                              |
| <b>Website</b>                             | <a href="http://www.bridstow-school.co.uk">www.bridstow-school.co.uk</a> |
| <b>Date of previous inspection</b>         | 13 October 2021, under section 8 of the Education Act 2005               |

## Information about this school

- This school is part of the Oak Meadow Federation, along with one other school.
- The two schools in the federation share a headteacher.
- The school provides childcare before and after school.

## 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.
- Inspectors met with the headteacher, groups of staff and representatives of the governing body and the local authority.
- Deep dives were completed in these subjects: early reading, mathematics, history and music. For each deep dive, an inspector met with subject leaders, discussed the curriculum, visited a sample of lessons, spoke to teachers and pupils and

looked at samples of pupils' work.

- Inspectors spoke with pupils about their experiences in school and observed their behaviour around the school. An inspector also met with pupils to talk about the wider curriculum and their learning.
- To evaluate the effectiveness of the safeguarding arrangements in the school, inspectors spoke to members of staff and pupils to evaluate the school's safeguarding culture. An inspector met with the designated safeguarding lead to discuss the school's policies and procedures. During this meeting, records were scrutinised, including those relating to the safer recruitment of staff. Case files were sampled to explore how the school identifies and supports pupils at risk of harm.
- Inspectors considered the responses to Ofsted Parent View, including the free-text responses. Inspectors also spoke to parents at the school gate.
- Inspectors considered the feedback provided through the staff survey.

### **Inspection team**

Gareth Morgan, lead inspector

Ofsted Inspector

Jonathan Leonard

His Majesty's Inspector

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