

Inspection of Britannia Bridge Primary School

Winifred Street, Lower Ince, Wigan, Lancashire WN3 4SD

Inspection dates: 25 and 26 April 2023

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?

Pupils love their school. They do their utmost to live up to the core values of happiness, encouragement, aspiration, respect and teamwork. Pupils agree that the school motto, 'each and every one', describes their school well and that everyone is treated equally.

Pupils feel safe in school. Their conduct reflects leaders' high expectations for their behaviour. Pupils follow the school rules diligently and they show high levels of courtesy and respect for each other and for adults. This means that the school is a calm and pleasant place to learn and grow. On the occasions when bullying occurs, it is dealt with swiftly and effectively by staff. Leaders work effectively with families to promote good attendance.

Leaders have similarly high aspirations for how well pupils should achieve. To this end, they are committed to providing a high-quality education for all pupils, including those with special educational needs and/or disabilities (SEND). For the most part, pupils achieve well across a range of subjects.

Parents and carers appreciate the support that staff provide for their children. Many parents regard the school as a central part of the local community. Pupils enjoy having a voice in school. For example, they are keen to take on roles as members of the school parliament and acting as representatives on the eco team.

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

Leaders have made a lot of improvements to the curriculum in a relatively short space of time. They have ensured that subject content is ordered logically and that the curriculum is suitably ambitious for pupils, including children in the early years. This helps pupils to build on what they already know. Teachers are equipped well to design and deliver suitable learning activities. For example, staff provide clear explanations when they present new ideas to pupils. Pupils take pride in their work. They achieve well.

For the most part, teachers check regularly on how well pupils are learning the curriculum. They use this information effectively to reshape their teaching. Those pupils who find some aspects of learning challenging are identified quickly and staff provide appropriate support. That said, in a small number of subjects, some older pupils have gaps in their knowledge. This is because, in these subjects, leaders' refinements to the curriculums are more recent. This hinders how well these pupils build securely on what they know already.

Leaders ensure that pupils with SEND are identified early and that they receive appropriate support from staff who are highly skilled in adapting lessons to meet the needs of these pupils. This enables pupils with SEND to access the same curriculum as their peers. Leaders work closely with outside agencies to meet these pupils' specific needs well. Pupils with SEND are fully involved in all aspects of school life.

Reading is a key priority for leaders. Right from the start, children in the early years benefit from a well-designed phonics curriculum. Staff are well trained to deliver this curriculum effectively. Teachers ensure that the books that pupils read match the sounds that they have learned in class. This helps pupils to build their confidence in reading. Staff support those pupils who have gaps in their phonics knowledge to catch up quickly. By the end of Year 2, almost all pupils can read fluently and accurately.

Older pupils enjoy reading a wide range of high-quality texts. They spoke enthusiastically to inspectors about some of their favourite authors.

Pupils appreciate the clear rules and routines that staff have put in place to manage behaviour during lessons and around the school. Learning is very seldom disrupted by poor behaviour. Children in the early years, including two-year-old children, are supported well by staff to take turns, follow instructions and to develop their independence. Life in the early years is busy and purposeful.

Pupils are taught how to keep themselves safe and healthy. They actively contribute to school life by taking on a range of different roles. For example, some pupils are trained as coaches so that they can help their peers to resolve conflicts. Other pupils are online safety ambassadors. Pupils learn about the importance of fundamental British values. They are adamant that nobody should experience discrimination.

Pupils can develop their talents and interests by attending a range of clubs. There are many opportunities for pupils to broaden their knowledge of different cultures and faiths, for example through the weekly collective worship sessions.

Leaders are mindful of staff's workload and well-being, particularly when making decisions about curriculum development. Leaders have ensured that staff have access to appropriate training so that they can deliver the curriculum well.

Governors are knowledgeable about the school. This equips them well to provide appropriate levels of support and challenge to leaders.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong safeguarding culture in the school. Staff and governors receive regular and up-to-date safeguarding training. For example, staff have received training on how to respond to allegations of harmful sexual behaviour.

Leaders ensure that staff know how to report safeguarding concerns. Leaders work supportively with families and the school is often the first port of call in a crisis. Leaders work closely with outside agencies to ensure that vulnerable pupils and their families receive timely and appropriate support. Children have a number of trusted adults to talk to if they are worried about the safety of themselves or their friends.

Pupils learn how to keep themselves safe both outside school and online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, leaders' refinements to the curriculum are at an earlier stage of development. This means that some older pupils have gaps in their knowledge. Leaders should ensure that, as they roll out the curriculums in these subjects, staff are equipped well to address the gaps in knowledge that pupils may have.

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	106417
Local authority	Wigan
Inspection number	10255953
Type of school	Primary
School category	Maintained
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	249
Appropriate authority	The governing body
Chair of governing body	Dorothy Harrison
Headteacher	Carol Pidgeon-Duncalf
Website	www.britanniabridge.co.uk/
Dates of previous inspection	15 and 16 February 2022, under section 8 of the Education Act 2005

Information about this school

- The school has provision for two-year-old children.
- Leaders do not use alternative provision for any pupils.

Information about this inspection

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

- This was the second routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- During this inspection, inspectors met with the headteacher and a wide range of other staff.
- The inspectors met with the chair and vice-chair of the governing body and with a representative of the local authority.
- The inspectors spoke with pupils about their work and their wider school life.

- The inspectors scrutinised a range of documentation relating to safeguarding. They examined leaders' approach to safer recruitment. The inspectors also spoke to staff about their safeguarding knowledge and checked how well they understood their safeguarding responsibilities.
- The inspectors observed pupils' behaviour during playtimes and while in lessons.
- The inspectors spoke with parents to gather views about the school. They considered the views of parents submitted through Ofsted Parent View, Ofsted's online survey, including the free-text responses.
- The inspectors carried out deep dives into early reading, mathematics and geography. They spoke with the staff who lead these subjects, visited lessons and spoke with teachers. They also spoke with pupils about their learning and viewed examples of their work. The inspectors considered how leaders organise curriculums in some other subjects.
- The inspectors observed children in the Nursery and Reception classes.
- The inspectors listened to pupils in key stage 1 read to a trusted adult.
- The inspectors considered the responses to Ofsted's online surveys for staff and pupils.

Inspection team

Liz Davidson, lead inspector

Ofsted Inspector

Ian Cooper

Ofsted Inspector

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