

Inspection of Bridge Junior School

Mere Close, Off Mere Road, Leicester, Leicestershire LE5 3HH

Inspection dates: 29 and 30 November 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Previous inspection grade

Good

What is it like to attend this school?

Pupils enjoy school. They feel safe and trust staff. Pupils behave well in lessons. They talk politely and enthusiastically with visitors. One pupil, typical of many, said, 'You can be friends with everyone.' However, a small number of pupils do not behave as well outdoors.

Pupils do not worry about bullying. They say they would confidently share any concerns they have with staff.

Leaders have high expectations of what all pupils can achieve. These expectations include pupils with special educational needs and/or disabilities (SEND). However, the quality of education that pupils receive is not good enough. Pupils do not develop a secure understanding of the knowledge they learn in all the subjects they study. Their preparation for life in modern Britain is not as effective as it should be.

Some pupils take advantage of wider opportunities. They take part in singing club, learn British Sign Language or attend multi-sports club. Children enjoy trips including to Beaumanor Hall and the Attenborough Arts Centre. Year 5 children learn how to play musical instruments with the Leicestershire Music Hub.

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

Leaders are ambitious about the curriculum that pupils will study. In most subjects, leaders have developed a curriculum that sets out what pupils will learn and when. This is not yet the case for all subjects. In some, the curriculum is new. In these subjects, leaders have not yet evaluated how well pupils understand the knowledge they are learning.

Teachers' subject knowledge is secure. They share important knowledge and instructions with pupils clearly. Some teachers do not always check pupils' understanding before moving learning on. When this is the case, pupils begin to learn new knowledge without a secure understanding of what they have previously learned. Leaders have introduced approaches to check pupils' knowledge and understanding in some subjects. However, these approaches are new. In most subjects, pupils recall recent learning but do not always connect this with what they have studied in previous lessons.

Leaders have prioritised reading. Staff have completed training related to teaching phonics. Pupils who need extra support benefit from sessions tailored to their needs. Staff help these pupils to develop their reading fluency and their comprehension skills. Pupils take home books that match their reading abilities.

Staff promptly identify pupils with SEND. They provide support for these pupils, either on an individual basis, or in small groups. Leaders have reduced the time that pupils with SEND spend in support sessions outside the classroom, so that these

pupils are in lessons. Staff also provide extra support for pupils who have English as an additional language. Some staff feel they would benefit from further training to support the learning of all pupils.

Most pupils work hard. Behaviour in lessons and the dining hall is calm and orderly. Some pupils comment on behaviour in the playground being less calm.

Leaders have designed a personal development curriculum that covers a range of topics, including diversity and equality around protected characteristics and healthy lifestyles. The effectiveness with which teachers teach, and check pupils' understanding of, these topics is inconsistent. Most pupils do not have a detailed knowledge of British values or of protected characteristics.

Pupils learn about different cultures. They took part in activities for Black History Week. Year 3 pupils enjoyed a visit from a Somali poet.

A significant number of staff have left the school since the time of the last inspection. This has had an impact on the rate of improvement. Leaders have plans in place to improve staff well-being. They have not implemented these plans quickly enough. Some staff say they are not treated with respect. Others say they feel supported and share leaders' vision.

Governors understand the school's priorities. They fulfil their statutory duties. Their monitoring and oversight of the school's effectiveness remains at an early stage.

Safeguarding

The arrangements for safeguarding are effective.

There is a culture of vigilance around pupils' welfare. All staff complete annual training and receive regular updates. They know how to report concerns. Leaders act appropriately to keep pupils safe. When necessary, they work with wider agencies to secure pupils the right support. Leaders record their actions in detail. However, they do not always record their follow-up actions as well as they could.

Pupils learn about how to stay safe, including when online. They feel safe and say they can approach staff if they have any worries. Pupils hear from outside agencies including the National Society for the Prevention of Cruelty to Children (NSPCC) and learn about staying safe and speaking out.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Many curriculum plans are new and leaders have not ensured that teachers have the knowledge and skills to deliver the curriculum and check pupils' understanding effectively. Some teachers do not check pupils' understanding

effectively before moving learning on. This means that pupils are not always able to develop secure knowledge or connect their learning over time. Leaders should ensure that all teachers have the necessary knowledge and skills so that there is consistency across subjects in how they teach and check pupils' understanding.

- Pupils' understanding of key knowledge that supports their personal development is not as strong as it should be. For example, pupils do not yet have a secure understanding of the protected characteristics, British values and views and beliefs different from their own. Leaders should ensure that pupils benefit from a range of effective opportunities that enables them to learn about different values, beliefs, opinions and ways of living, so that they prepare well for life in modern Britain.
- Leaders' strategies for managing staff workload and well-being are not fully effective. Some staff feel overworked and undervalued. Leaders should ensure that their consideration of staff workload and well-being is such that all staff feel valued and that their workload is appropriate.

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	119999
Local authority	Leicester
Inspection number	10240423
Type of school	Junior
School category	Community
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	359
Appropriate authority	The governing body
Chair of governing body	Gursharan Scott
Headteacher	Jatinder Mahil
Website	www.bridge.leicester.sch.uk
Date of previous inspection	9 and 10 November 2021, under section 8 of the Education Act 2005

Information about this school

- The chair of governors took up their post in October 2022.
- There has been a significant change in school staffing, including leaders since the time of the last inspection.
- The school does not currently make use of any alternative provision.

Information about this inspection

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

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in reading, mathematics, science, history and design and technology. As part of each deep dive, the inspectors discussed the curriculum 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.

- The lead inspector listened to pupils from Years 3 and 4 read to a known adult.
- Inspectors met with subject leaders in music and computing and with leaders responsible for behaviour, personal development, the provision for pupils with SEND and the provision for pupils with English as an additional language.
- To evaluate the effectiveness of the school's arrangements for safeguarding, inspectors read the school's relevant policies, scrutinised the single central record, and met with the designated safeguarding lead.
- Inspectors met formally and informally with groups of pupils and staff.
- Inspectors took account of the views expressed in the Ofsted Parent View survey as well as the staff survey.

Inspection team

Matthew Fearn-Davies, lead inspector	His Majesty's Inspector
Peter Stonier	His Majesty's Inspector
Tim Leah	Ofsted Inspector
Liz Moore	Ofsted Inspector

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