



9<sup>th</sup> April 2019

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**Flagship Review Date: 15<sup>th</sup> March 2019**

## **Summary**

Bridgewater Primary School has 661 pupils on roll including the Nursery. The website states 'We are a warm and welcoming inclusive school at the heart of a vibrant community. We strive to provide inspirational learning and teaching so that every child can achieve their best'. This statement is wholly authentic. As soon as you pass through the school gates, the warm welcome is all encompassing motivating any visitor to want to find out more about the school. They will certainly not be disappointed. Quite the opposite, you will be positively mesmerised by the whole atmosphere and attitude to learning that permeates throughout the school.

The hard work of the Leadership team is cascaded down into every member of staff you meet. The whole staff community is focussed and present in the moment with a true sense of passion and purpose to ensure the day is the best it can be for every single pupil in the school.

Research is the key to the excellent structures and processes in place in the school. The School Development Plan clearly demonstrates this addressing the direction of the school having evaluated where the school is currently. Action plans are in place for key areas such as 'The Healthy Child Improvement Team' through the research of the Deputy on attachment and trauma. Research Team Leaders in English, Maths and Science develop teachers' professional practice based upon research with an emphasis on a broad and balanced curriculum. The solid structures in place encourage staff to reflect on their teaching and to develop their own learning and teaching skills guided by the individual Leaders so that there is an ethos of continual improvement in order to provide a high-quality teaching and learning environment for all pupils regardless of their starting points.

Staff spoken too were all passionate about their roles within the school and felt they had the encouragement and support to develop different aspects of the school in order to promote Inclusion to its full. For example, through Erasmus the school has reached out to the wider Global Community and took a lead in the VITAL project (Visuals in

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Teaching and Learning) which explores creative ways in using visual literacy in teaching Early Years and progressing through the stages in primary education to develop communication skills

All research in the school is so well organised and continues to be at the heart of the school. As members of staff described to Ofsted in December 2018 it is a 'school of opportunity', where teachers and teaching assistants are encouraged to 'follow their own path'. The Chair and Vice Chair of the Governors were both very well informed about the developments in the school and played a pivotal part in supporting the Leaders. They are regular visitors to the school and support the staff in their pursuit of high standards.

The Year Groups are divided into three classes. Each class is named after an artist which means by the time the pupils leave school, they will have studied a variety of painters as well as genres. All classrooms are very well organised to support all pupils' learning. The thoughtful and creative ways of planning teaching and learning ensures that all pupils can access the curriculum according to their individual needs. The website states 'we **differentiate through challenge** which ensures no child's learning is capped, and the result is quite the opposite as it opens them up to new opportunities. 'We aim for profound learning.' This was evident throughout the school. All pupils were engaged in their learning. Interventions ensured pupils understood what they had learned the day before. For example, in Year 5, interventions were taking place to ensure the pupils had grasped the concepts of fractions from the previous day's Maths lesson.

It was 'British Science Week' when the review took place. Bridgewater had fully embraced this. The whole school theme was focussed upon caring for the world with each year group reviewing different themes around global issues. For example, Year 1 were focussing on issues within the school such as plastic and food waste. Year 5 and Year 6 were exploring wider world issues such as the impact of fast fashion as well as the different types of plastic waste in the oceans. The pupils were passionate about their understanding on the importance of looking after the world and others.

Ofsted November 2018 said, 'Displays around the school highlight an inclusive ethos, where diversity is celebrated, and pupils are valued.' The wonderful displays throughout the corridors and in the classrooms also reflect the detailed planning as well as the creativity of both the staff and pupils. This included an outstanding display for Remembrance Day. The artwork and the thoughtful provocative poetry from each year group was a joy to see as well as the array of poppies the pupils had made. The art and poetry work emphasising the need for compassion as a human quality, as well as remembering the sacrifices made of those involved in the war to protect and secure our freedom was quite phenomenal.

Two other poignant displays by the pupils reminded them of diversity and similarities. The one-off Jelly beans (which was inspired by a book written by a member of staff's daughter) embraces the uniqueness of each pupil encouraging tolerance, kindness and compassion. The other display inspired by the poem 'Human Family' by Maya Angelou shows pupils' words interwoven by tapestries reiterating that everyone is an important person within the 'school's family' and that diversity is to be celebrated.



The school's Prime Minister and members of the School Council were excellent ambassadors for the school during the Learning Walk. They spoke very well and took pride in all the achievements and opportunities that they felt the school gives them. They thought it was the 'best' school and that the staff were all 'amazing'. They were very excited about a recent trip to London to the Houses of Parliament meeting their local MP. The impact of their visit meant that they were able to draw comparisons with their own values of democracy in school and the government's.

They were also enthused and passionate about the work they do in both the local and wider community. For example, in the wider community, Bridgewater support a project which focusses on an orphanage in Uganda. In the local community, pupils from Year 3 and Year 5 wrote letters and donated Christmas gifts to the local hospital. The recipients wrote back to the pupils to thank them and some visited the pupils in school. It was a privilege to witness the caring attitudes of the school's Prime Minister and School Council and to see their positive interactions with the other pupils as we walked around the school during the Learning Walk.

Work with the local community that really stood out was the Remembrance Service held at the school with all the pupils taking part and attended by over 400 members of the local community. In addition to this, the two following ongoing projects are quite remarkable in terms of their impact:-

1. I witnessed the pupils in Year 5 taking part in the international initiative 'Roots of Empathy' to support the pupils' emotional and social development. The Year 5 pupils welcomed a baby and her mother into their class. They were able to reflect on their own emotions through observations of the baby's reactions. The member of the Inclusion team delivering the session was so skilful in her delivery that the pupils were all engaged and able to verbalise their feelings.
2. The impact of the intergenerational project began in February 2019 and has proved to be very successful. It has been piloted as a five-week project with 10 pupils from reception in conjunction with the local Nursing Home for the elderly. The project has been extremely well planned by the Early Years Lead involving the Manager of the Nursing Home. A video of the sessions shows the pupils and elderly clearly enjoying themselves with a getting to know 'Hello Song' and then enjoying one of the elderly resident's birthday party. The resident said it was the best birthday. The Early Year's Lead is monitoring the positive emotional impact on the pupils at regular intervals as well as the elderly.

The website is fully up to date with its statutory duty regarding published information. The website also keeps parents informed regarding their child's learning with a blog for each year group. Parents can also see all the wonderful array of trips and clubs available to pupils as well as perusing the weekly newsletter. Parents cannot speak highly enough of the school. Ofsted stated in November 2018 'Summing up the views of many parents, one parent stated that: 'This is an amazing school with teachers who are passionate about nurturing their students and developing enthusiasm for learning.' This was reinforced during the IQM review by a parent. She stated 'the school has changed our lives'. She was full of praise for their nurturing approach and their understanding of



autism. She felt communication was 'seamless and that nothing is too much trouble'. Assemblies and 'Walk in Wednesdays' encourage parents to take an active part in school life as well as the strong PTA.

The 'Bridge' and the Nurture Provision is the epitome of supporting vulnerable pupils so that they feel safe in the wider school. Pupils can also come to the provision during lunchtime to eat their lunch in a quiet space with highly skilled staff there to talk to. There is a powerful 'Well Being Rainbow' display created by the pupils which is used as a proactive resource to support mental health and well-being.

Research carried out is acted upon so that pupils are supported both within and out of class to meet their needs before behaviours escalate. Emotional coaching has been introduced as CPD to support staff in building positive relationships with the pupils developing such skills as active listening, acceptance and empathy within the appropriate boundaries of the school's context. During the visit, a 'Bridge Afternoon Session' took place. This supported pupils who needed support with resilience, managing regulation but also included the 'hidden' pupils who may have a sibling with SEMH or other SEN needs. This inclusive practice was to ensure that such pupils were acknowledged in terms of the negative impact that sibling behaviour can have on the wider family's well-being. The session observed was the start of a six-week course to support working as a team, listening skills, helping each other. The planning was so detailed which meant that pupils felt secure to share information and join in.

Bridgewater Primary School is a remarkable place to learn. It is very true to say that the staff and pupils are passionate about the school. This cascades to the parents and governors. There is a sense of collaboration amongst everyone with excellent Leaders who instil passion in their staff to pursue excellence for all pupils. The ethos for researched based learning for all means that no one is left out and therefore Inclusion prevails throughout the school. 'Together We learn' is the rightful school motto.

It was an absolute pleasure and privilege to spend the day at Bridgewater Primary School.

I highly recommend the school continues its IQM Flagship Status and is reviewed again in 12 months. The next review will look closely at how the school has interacted with its Inclusion Cluster and promoted continuing outreach and in-classroom research. Evidence of Cluster working will underpin the capacity for the school to maintain its Flagship status.

**Assessor: Mrs Anne Spencer**

**Findings confirmed by Inclusion Quality Mark (UK) Ltd:**

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Joe McCann MBA NPQH  
Director of Inclusion Quality Mark (UK) Ltd