

Inspection of Clifford Bridge Academy

Coombe Park Road, Binley, Coventry, West Midlands CV3 2PD

Inspection dates: 1–2 October 2019

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Good

Leadership and management

Outstanding

Early years provision

Outstanding

Overall effectiveness at previous inspection

Good

What is it like to attend this school?

Pupils at Clifford Bridge Academy love to learn and teachers expect the best. Activities in lessons capture pupils' interest and help pupils to build on what they have learned before. From early years to Year 6, pupils achieve well, particularly in mathematics.

The curriculum does not stop at the classroom door. Pupils enjoy lots of clubs and visits. For example, pupils love to perform in the school band in assembly. Clubs change each term, so pupils can try lots of activities to find their favourite. Everybody here is active and learning all the time – even the staff.

Relationships between adults and pupils, and between pupils, are warm and friendly. Pupils show great care and respect towards others. When someone is lonely, they offer friendship. Pupils affectionately look after the school's pet rabbits, tortoise and guinea pigs.

Staff make sure that pupils are happy and safe. If a pupil is unhappy, they offer support. As a result of this caring ethos, pupils' behaviour is exceptional. If bullying or disruption to learning ever happens, teachers stop it.

Pupils are a credit to the school and are excellent ambassadors. They are right to be proud of their school. Parents say that Clifford Bridge is a very special place.

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

Clifford Bridge Academy is a vibrant school where learning is exciting and fun. Trust and school leaders have ensured that the curriculum is ambitious and well planned. Subject leaders are passionate about their roles. They know their subjects well and they make sure that teachers know what to teach and when. Leaders have ensured that all teachers understand how important it is for pupils to build up their knowledge and skills step by step. The logical curriculum sequence helps pupils to learn and remember important information well. Pupils practise and apply their skills so that they become increasingly confident. Teachers expect the best from pupils, and pupils rise to the challenge.

Pupils achieve above the national averages in writing, mathematics and the phonics screening check in key stage 1. Children get off to a great start in early years. Shortly after starting school, many children develop their skills quickly and become articulate and confident. This is because teachers and other adults in early years plan learning opportunities that involve lots of talking, writing, collaborating, sharing and counting. Children sustain concentration because the activities appeal to their interests. Adults encourage them to explore and find out for themselves. They guide children and prompt their thinking with questions such as, 'How do you know?' or 'What do you think will happen?' During the inspection, children used a rope to balance while they pulled themselves up a fallen tree trunk. The teacher guided

them and helped them to understand and manage the risk. Children waited their turn in an orderly fashion and were excited to overcome their fear.

Reading has a high profile. Pupils love to read the many high-quality books in the school library. Teachers teach reading skills such as inference and deduction well because they have strong subject knowledge. As a result, most pupils become fluent readers. This helps them to do well in other subjects and prepares them well for secondary school. Pupils who fall behind in reading receive extra support to catch up. However, the support is not always sufficiently fine-tuned to address pupils' particular difficulties with reading. As a result, some pupils struggle to become fluent readers quickly enough.

In the majority of cases, teachers plan support and use resources well to address individual pupils' needs. Support for pupils' emotional well-being is a strength of the school. However, for some pupils with special educational needs and/or disabilities (SEND), the support that teachers put in place is not as effective as it could be. Leaders have not evaluated the impact of additional support to make sure it is achieving what they want it to achieve.

At Clifford Bridge, staff feel very well supported by leaders. The trust provides effective support for teachers and aspiring leaders. The next generation of leaders are nurtured so that they feel confident to take over when it is their turn. As a result of this investment in their professional development, staff feel valued. They are proud and happy to work at the school.

Pupils' behaviour is exemplary. Lessons are rarely disrupted by poor behaviour. Pupils show great respect for each other. They value the exciting experiences they have in lessons and beyond. They learn to understand and appreciate different cultures and faiths. Pupils' understanding of democracy and individual liberty is developing. Through sport, music, dance and other clubs, pupils' individual talents and interests are nurtured. Everybody is welcome here and everybody can thrive.

Safeguarding

The arrangements for safeguarding are effective.

The school's approach to keeping pupils safe starts from the caring ethos. Staff make sure that pupils get support if they need it. Pupils know how to keep themselves safe through lessons and assemblies. Visiting speakers talk to pupils in assembly about risks and how to spot them. Staff receive regular training and updates. Leaders know that risks to children, particularly online, are changing all the time and staff need to be vigilant. Leaders, including governors, ensure that safeguarding is a top priority.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Most pupils become fluent readers, which helps them to access the wider curriculum. Pupils who fall behind in reading receive additional support to catch up. However, this is not always targeted precisely to help pupils catch up quickly enough. Leaders should ensure that all pupils become fluent readers as quickly as possible.
- In most classes, teachers plan support and use resources well to address individual pupils' needs. However, leaders have not ensured that the planned support for pupils with SEND is consistently well implemented. Leaders should ensure that support is implemented successfully so that it achieves its intended impact.

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 Ofsted Parent View information 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.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

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

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| Unique reference number | 142245 |
| Local authority | Coventry |
| Inspection number | 10088517 |
| Type of school | Primary |
| School category | Academy converter |
| Age range of pupils | 3 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 436 |
| Appropriate authority | Board of trustees |
| Chair of trust | Malcolm Tyler |
| Co-Headteachers | Amy Husband Rebecca Moore |
| Website | www.cliffordbridgeacademy.org |
| Date of previous inspection | 15 May 2018 |

Information about this school

- The school is part of the Inspire Education Trust.
- Two senior leaders share the post of headteacher as co-headteachers.
- At the time of the inspection, one of the two co-headteachers was absent from school.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- Before the inspection, the inspector spoke to a co-headteacher and the chief executive officer of the trust on the phone about the curriculum and the context of the school.
- During the inspection, the inspector met with a co-headteacher, the chief executive officer (CEO), the director of primary, and the teaching and learning consultant of the trust.
- The lead inspector met with the CEO and the learning mentor to discuss safeguarding.

- The records of pre-employment checks and other safeguarding documents were checked. The inspector spoke to staff about safeguarding and to pupils about how they learn to keep themselves safe.
- The lead inspector reviewed the school's self-evaluation document, school improvement plan and minutes of governing body meetings.
- A meeting was held with the early years leader and an inspector visited Nursery and Reception classes.
- A meeting was held with the special educational needs coordinator (SENCo).
- An inspector spoke to parents at the start of the school day, and considered the 57 responses to Parent View, along with a large number of free-text responses.
- An inspector considered the 36 responses to the staff survey. The inspector also asked staff about their well-being and professional development during meetings.
- There were no responses to the online pupil survey. However, leaders arranged for approximately 20 pupils to complete the survey on paper. The inspector spoke to pupils in lessons and at break- and lunchtimes about what it is like to be a pupil at this school.
- Meetings were held with the leaders of English, mathematics, physical education (PE), history and science as part of deep dives into these curriculum areas. Other activities included lesson visits, work scrutiny, listening to pupils read, and meetings with pupils and teachers.
- Reading, mathematics, history, PE and science were considered in detail as part of this inspection.

Inspection team

Jane Spilsbury, lead inspector

Her Majesty's Inspector

Tina Willmott

Ofsted Inspector

Michael Appleby

Ofsted Inspector

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Piccadilly Gate
Store Street
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M1 2WD

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