

Inspection of a school judged good for overall effectiveness before September 2024: Clifford Bridge Academy

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

Inspection dates:

14 and 15 January 2025

Outcome

Clifford Bridge Academy has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Madaleine Turner. This school is part of Inspire Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Lois Whitehouse, and overseen by a board of trustees, chaired by Mark Gore.

What is it like to attend this school?

Putting pupils' best interests first lies at the heart of decision-making at Clifford Bridge Academy. Pupils settle well into school life whenever they join the school. They understand the school's high expectations for their behaviour and for their learning. As a result, pupils show excellent attitudes to learning, and their behaviour is exemplary.

The caring and nurturing nature of the school means that pupils feel safe and happy in school. They attend well.

The school makes every effort to get to know each pupil so that it can support them in a way that helps them most. This means that pupils, including those with special educational needs and/or disabilities (SEND), achieve well. They are well prepared for the challenges of secondary education.

Pupils are positive about the many extra-curricular experiences on offer at school. These activities allow pupils to develop their talents and skills. Pupils say that they can always find something they want to get involved with. For example, some older pupils have joined the school council, and budding musicians have joined the school band, 'Take it To The Bridge'. Others have become school librarians.

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

The school has designed a broad and ambitious curriculum which it implements well. Outcomes show that pupils securely build their knowledge over time and they are well prepared for their next stage of education.

Children make a strong start in the early years. Children in the early years respond positively to the calm, nurturing approach of the adults. Routines are quickly established and children quickly start to build their independence. They are given a wealth of opportunities to explore and learn both indoors and out.

The school recognises that learning to read is vital if pupils are going to learn the curriculum. They have made reading a priority for pupils of all ages. Pupils recognise this and say that reading is 'a big thing' in this school. The reading curriculum is well organised and the teaching of phonics is effective. Children in the early years quickly learn how to blend sounds together to read simple words. Pupils that need more help are quickly given it so that they can keep up. Books are matched to pupils' stages of reading. Pupils read daily and this helps them to become fluent, confident readers. Pupils learn about diversity through the school's choice of books.

In lessons, pupils show an eagerness to learn and enjoy the challenge that teachers give them. They are attentive to their teachers and answer questions with confidence. Pupils can recall with enthusiasm important information they have learned. For example, some younger children could recall different characters traits in stories and older pupils could recall facts about the solar system. This is because teachers make learning interesting and engaging. They check what pupils can recall before moving on.

The school has recently reviewed a few foundation subjects. Some content has been added to make lessons more engaging for pupils. In these subjects, staff do not routinely check well enough that pupils are building links to their previous learning. This means pupils do not build their knowledge of these aspects of the curriculum as well as they could.

The school quickly identifies pupils with SEND accurately. Teachers know how to adapt their teaching for pupils with SEND. This means that pupils are able to enjoy learning with their peers. Pupils with more complex needs have a carefully designed curriculum. Some of their learning happens in spaces beyond the classroom. This helps them with their concentration. They receive high-quality intervention and the specialist support they need. As a result, they achieve well.

The pastoral support for pupils is very strong. The school makes sure that pupils know that they are valued. It shares and celebrates their personal successes. This inclusive practice means pupils have a strong sense of belonging. Through the personal development programme pupils learn about life in modern Britain. Pupils, for example, say 'We know we are all different but that's a good thing. We should all get along'. They are taught to keep safe online and also learn how to form healthy relationships. Pupils enjoy the very many extracurricular clubs and trips on offer.

Trustees, governors, and trust and school leaders know the school well. They know its strengths and areas for improvement and have created an environment where pupils can flourish. They have thus ensured that the school has sustained its performance. Staff are proud to work at the school and the school has the confidence of parents and carers.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculums in a few foundation subjects have not yet shown their full impact. Pupils have some gaps in knowledge in these subjects. The school should continue to strengthen its approach to checking and closing gaps in knowledge in these subjects and ensure that pupils are given regular opportunities to apply and deepen their knowledge.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in October 2019.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	142245
Local authority	Coventry
Inspection number	10344062
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	450
Appropriate authority	Board of trustees
Chair of trust	Mark Gore
CEO of the trust	Lois Whitehouse
Headteacher	Madaleine Turner
Website	www.cliffordbridgeacademy.org
Dates of previous inspection	1 and 2 October 2019, under section 5 of the Education Act 2005

Information about this school

- The school is part of Inspire Education Trust.
- The school does not use any alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspector met with the headteacher, the deputy headteachers and the assistant headteacher of the school. The inspector also met with a number of teaching staff.
- The inspector met with the chair of trustees, the chief executive officer of the trust, and the chair and vice chair of the local governing body.

- The inspector visited a sample of lessons. Spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector observed pupils' behaviour in lessons and around the school site.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector gathered parents' views by considering responses to Ofsted Parent View. The inspector also evaluated responses to Ofsted's online staff and pupil surveys.

Inspection team

Jane Edgerton, lead inspector

Ofsted Inspector

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