

# Inspection of The Bridge Satellite Provision

C/O the Bridge School, 251 Hungerford Road, London N7 9LD

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Inspection dates: 22 and 23 February 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Previous inspection grade	Not previously inspected

## **What is it like to attend this school?**

Leaders are ambitious and determined to meet the needs of every pupil. Staff help pupils improve their social skills. They also support pupils to develop positive attitudes to learning by making sure they experience success in lessons.

Staff care for pupils in a calm and considerate way. They support pupils well to understand their feelings and emotions. Staff also teach pupils how to manage their own behaviour and calm down when they get overwhelmed. Pupils form trusting professional relationships with adults in the school. Pupils enjoy coming to school, and feel happy and safe.

Staff deal with instances of unacceptable behaviour effectively, including bullying. They take a restorative approach, helping pupils to reflect on and understand the impact of their actions on others. This teaches pupils to better understand their own and others' responses to different situations so that they can try to avoid conflict in the future.

Leaders, staff and therapists provide significant support for pupils' mental health and well-being. This support is extended to pupils' parents and carers. Pupils also enjoy a range of enrichment activities beyond the formal curriculum. These include bicycle riding, kayaking, and singing in a choir, for example.

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

The curriculum is ambitious and well tailored to meet pupils' needs. Pupils often arrive having had poor experiences and low attendance at their previous schools. Leaders are determined to help pupils overcome their barriers to learning. They aspire to develop pupils' knowledge and skills so that they succeed in their future lives.

Staff and therapists teach a comprehensive social skills and communication curriculum. Throughout the day, they deploy and reinforce a range of social strategies. Staff help pupils to reflect and understand themselves and others. Pupils learn that it is okay for people to have differing opinions, for example. Staff support pupils to recognise when they are getting unsettled or anxious. They help pupils find successful ways to calm down and feel secure. This work underpins pupils' ability to learn in a calm environment and gain new knowledge.

Pupils typically arrive at the school with gaps in their knowledge. Leaders use assessment to good effect. They determine what pupils already know and where they need to catch up. Leaders make adaptations to teaching to address each pupil's individual needs. Some pupils also arrive with weak reading skills. Leaders address this as a priority. Skilled staff use a well-planned phonics programme to teach pupils to read. Pupils become fluent readers, which in turn opens up their access to the wider curriculum.

Pupils learn a broad range of subjects. Leaders have thought carefully about what they want pupils to know and remember. They choose content that will be most useful and meaningful for pupils' aspirations and what they need for successful future lives. Leaders plan chunks of learning logically. Teaching ensures that pupils revise previous learning often. This enables pupils to remember knowledge over the long term. It also enables them to build on prior knowledge when learning something new. In personal, social, health and economic (PSHE) education, for example, pupils link their new learning about the risks of smoking to their learning in science, where they were taught about the impact smoking has on the cardiovascular system and lungs.

Occasionally, in subjects such as art, teachers do not have a deep knowledge of the subject. In a few cases, teachers plan activities that are not well chosen to extend pupils' knowledge. When this happens, it means that pupils do not learn new subject-specific knowledge consistently well.

Staff teach pupils about risk and how to stay safe, for example when using social media. Pupils are taught about building positive relationships and the concept of consent. There is an effective careers programme in place, which includes a personalised approach for each pupil. This develops pupils' knowledge and skills relating to their career ambitions. Leaders work with pupils, parents and specialist providers to plan a smooth transition for when pupils leave this school.

Leaders take care of staff well-being and make sure not to give them an unmanageable workload. Leaders work in close collaboration with parents to promote pupils' education and welfare.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff know all the pupils and their families well. They are vigilant and know how to recognise signs that pupils may be at risk. Leaders are alerted as soon as staff log any concerns. They are tenacious in securing help and working with a range of external agencies to support pupils' safety and welfare.

Through frequent discussions with teaching and support staff, as well as therapists, pupils gain knowledge of risk and the confidence to share concerns and seek help.

Leaders have robust recruitment processes for vetting candidates' suitability to work with pupils.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- In a few instances, teachers do not have deep subject knowledge, mainly in the foundation subjects. This means that they do not always have the expertise to ensure that pupils gain deep knowledge and understanding in all subjects. Leaders should support staff to strengthen their subject knowledge and make sure that they are fully proficient in all subjects that they teach.
- Occasionally, teachers choose activities that are not well matched to the subject-specific knowledge that leaders want pupils to learn. When that happens, pupils miss opportunities to deepen their knowledge and understanding of the subject. Leaders should ensure that teachers routinely plan well-sequenced activities that closely match the subject-specific knowledge they want pupils to remember.

## 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.

If you are the school and you are 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

<b>Unique reference number</b>	143702
<b>Local authority</b>	Islington
<b>Inspection number</b>	10212084
<b>Type of school</b>	Special
<b>School category</b>	Academy free school
<b>Age range of pupils</b>	4 to 19
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	31
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	David Tait
<b>Headteacher</b>	Rosie Whur
<b>Website</b>	<a href="http://www.thebridgelondon.co.uk">www.thebridgelondon.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- This all-through special school, part of The Bridge Multi Academy Trust, opened in September 2017. It caters for pupils with special educational needs and/or disabilities, predominantly autism spectrum disorder. Most pupils have other additional needs. All pupils have an education, health and care plan.
- This was the school's first inspection.
- Currently, pupils on roll are in the nine to 14 age range. The school operates on two sites. Primary provision is co-located at Hungerford school, 249 Hungerford Road, N7 9LF. Secondary provision is co-located at City of London Academy, Duncombe Road, N19 3EU.
- Since opening, there has been a high turnover of staff and the school has moved sites several times.
- Leaders do not use any alternative provision.

## Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: reading, mathematics, geography and PSHE. Inspectors held discussions with leaders and teachers, visited lessons, looked at examples of pupils' work and held discussions with pupils. Inspectors also considered other subjects as part of the inspection.
- Inspectors spoke with the headteacher, the chair of trustees, the chief executive officer, the chair of the local governing body and two other governors, and the school's speech and language therapist. They also spoke with the local authority about the pupils they place in this school.
- Inspectors reviewed a range of documentation, including information related to safeguarding and the checks carried out before the appointment of staff. Inspectors looked at records of pupils' behaviour.
- Inspectors had formal meetings with staff and with pupils. They took account of the nine responses to Ofsted's online survey, Parent View. They also considered the seven responses to the staff survey and the five responses to the pupil survey.

## Inspection team

David Radomsky, lead inspector	Her Majesty's Inspector
Teresa Neary	Ofsted Inspector
Andrea Bedeau	Her Majesty's Inspector

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