

North Bradley CofE Primary School

Inspection report

Unique Reference Number	126344
Local Authority	Wiltshire
Inspection number	360057
Inspection dates	13–14 October 2010
Reporting inspector	Hazel Callaghan

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	171
Appropriate authority	The governing body
Chair	Phillip Morris
Headteacher	Janette O'Brien
Date of previous school inspection	12 June 2008
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Introduction

This inspection was carried out by three additional inspectors. Fourteen lessons were observed, taught by seven teachers. They observed the school's work, and looked at a range of school documentation including school records of pupils' attainment and progress, reports about the school, and policies and documents related to child protection and safeguarding. Meetings were held with staff, pupils, members of the governing body and a few parents and carers. Questionnaires returned by pupils and staff were scrutinised, including 82 parent questionnaires

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- The rates of progress pupils make across the school particularly those with special educational needs and/or disabilities, the more able pupils in mathematics, and boys, especially in writing.
- How well teaching and the curriculum meet the needs of all pupils, especially in engaging the interest of boys in writing.
- How accurate are the evaluations made by the senior leadership team and how effective is the governing body in holding the school to account so that standards and achievement rise.

Information about the school

North Bradley Church of England Primary is a smaller than average school. It admits pupils from a wide area around the village, the vast majority of whom are from White British backgrounds. There were no pupils in the early stages of learning English. The proportion of pupils identified as having special educational needs and/or disabilities is similar to that found nationally but they are not distributed equally between all year groups. Most of these pupils have moderate learning needs. A much smaller than average proportion of pupils has been identified as eligible for free school meals. The school has been successful in achieving a variety of awards including the International Schools Award and the Healthy Schools Plus. A privately run pre-school group is situated in the school grounds.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

North Bradley Primary school provides a good education for its pupils. They make good progress in their personal and academic development and enjoy coming to school. Pupils are consequently well prepared for the next step in their education. Parents are very appreciative of the school, particularly in the friendliness of staff and the care the pupils receive. One parent's comments are typical of many: 'North Bradley is a very caring and friendly school where my son has matured and thrived.' The strong pastoral care provided by staff and supportive ethos of the school underpin pupils' excellent spiritual, moral, social and cultural development. They show empathy to those in difficulties and want to do all they can to help. The rigorous safeguarding procedures provide an extremely safe environment in which pupils' own excellent understanding of how to keep safe is well promoted.

The school has made good progress since the last inspection, not only in extending and improving its stimulating curriculum, but also in focusing on the elements needed to help pupils achieve well. Teaching is usually good, with the result that all groups of pupils make good progress. Over the last few years, attainment has been similar to that found nationally, except in English, where pupils often reached above average standards. Reading is particularly strong, but the senior leadership team correctly identified that boys were not achieving as well as the girls in writing and have made a concerted and successful push to close the gap. There has also been an effective focus on raising attainment in mathematics and in science with the result that last year for the first time, pupils in Year 6 reached above average standards in all three subjects. The school is now correctly aiming at sustaining these higher standards so they become the norm.

Throughout the school, assessment of pupils' work is used successfully to identify underachievement and to focus on the aspects needed for pupils to improve. Pupils identified as having special educational needs and/or disabilities are well supported and enabled to succeed as well as their peers. There is a good balance of adult-led activities and opportunities for pupils to work independently that has enabled pupils of all abilities to make good progress. Sometimes the learning of those pupils not working directly with an adult slows because they lack the immediate response of the teacher to ensure they are working as well as they could. In the past, it was recognised that the most able pupils were not always reaching the standards of which they were capable and teachers now ensure that there are activities to challenge and extend all pupils' understanding and skills. These extension activities and challenges are enjoyed by the pupils, and the more able make good progress, but sometimes the activities are not as well matched to pupils' capabilities and understanding as they should be and they are not always successful.

The staff, under the strong leadership of the headteacher, evaluate the work of the school accurately and identify the important elements to improve so the school is more

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successful. Challenging targets are set for pupils' progress that are now being met by the large majority of pupils. Their personal development is outstanding in many aspects and it is the school's aim that pupils' academic progress will follow. The staff are well supported by the governing body who have also evaluated and improved their own roles and responsibilities with good effect. There are good links with many local schools and outside agencies, and successful partnerships with parents, so the school has the good capacity to improve further.

What does the school need to do to improve further?

- In order to sustain pupils' good progress so that standards remain above average ensure that teaching is consistently good by:
 - providing challenging activities that are well matched to the different abilities of pupils so their thinking is extended and they find success
 - monitoring those pupils working independently more carefully and providing regular inputs so their effective progress is maintained.

Outcomes for individuals and groups of pupils

2

Predominantly good teaching and interesting activities have enabled pupils throughout the school to improve their progress and to achieve well. Attainment has risen in both Year 2 and Year 6, showing the impact of the school's work and effective strategies for improvement. Most pupils move into Year 1 with standards in line with those expected for their age and they now make good progress in reading, writing and mathematics.

Throughout the school, reading has been a strength for many years and the focus on engaging the boys more effectively in wanting to write has had a positive impact so that standards here are also rising. Writing about 'A Scary Night' in the Year 5/6 class and the 'Super Heroes' topic in Year 3/4 are examples of the stimulating activities which are engaging both boys and girls in wanting to write. They listen carefully to what is expected in their work and are eager to share ideas, developing their skills in the use of exciting language, similes and metaphors. Similarly, in mathematics, teachers develop pupils' confidence well so they are willing to share their strategies and use their knowledge to solve problems. In a Year 2 class, for example, pupils were able to discuss what it is they have to do and use the correct mathematical language to explain how they are going to tackle the task.

Throughout the school, pupils work and play together happily and productively. They enjoy school and attendance is above the national average. Pupils contribute to the life of the school in many positive ways and are energetic in suggesting ways in which they can make improvements or help others less well off than themselves. They contribute extensively to activities in the local community and in raising funds for local and worldwide charities. Recognition of this work and their links with countries around the world have led to the school receiving the International Schools Award. Pupils also have an excellent awareness of how to develop healthy lifestyles. They enjoy all kinds of sport and take pride in growing and cooking their own vegetables, which contributed to their Healthy Schools Plus Award.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The care, support and guidance provided for all pupils are good. The excellent relationships between the school and the pupils' families are a real strength. The way staff respond to pupils and their parents' and carers' circumstances is remarked upon by many parents, particularly the response of the headteacher. 'The staff and management team are always warm and approachable. The welfare and happiness of the children are uppermost in their minds.' The proportion of pupils whose circumstances make them vulnerable is fairly small but the response to their needs is immediate and effective. Support for the academic needs of pupils identified as having special educational needs and/or disabilities is good and they make similar good progress as their peers.

Teaching assistants are effective in helping pupils of all abilities in their activities. Teachers have good subject knowledge and use a variety of strategies to engage pupils more effectively in their learning. Pupils are given a good understanding of what it is they are to learn in each lesson and then they are encouraged to evaluate how well they have progressed at the end. There is a good focus on helping pupils use what they have learnt in real situations and pupils enjoy being challenged. It is still early in the year and classes have a different configuration to that of last year. Some teachers have also moved year groups and so some of the challenging activities are not yet as well matched to the range of abilities in the class as they could be.

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The curriculum is lively and well focused on meeting pupils' interests and needs. There is strong focus on using first-hand experiences and so many visits and visitors are used to extend pupils' knowledge and awareness. This is particularly the case when making pupils more aware of different religions and faiths. The personal, social and health education (PSHE) curriculum is well developed and makes a strong contribution to pupils' excellent personal development in many areas.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The strong leadership of the headteacher, who is well supported by the senior teachers, has been pivotal in identifying the need for improvement and making the push towards a truly effective school. The school's assessment procedures and the tracking of pupils' progress are used well to ensure teaching is well focused on the need to improve pupils' achievement whilst maintaining high levels of personal development.

The school is a happy and harmonious community where pupils have a strong sense of place, and staff effectively promote equality and mutual respect. All pupils have equal access to all the school offers. Provision for community cohesion is good. The school has a range of global links and it is effective in ensuring pupils are developing a good understanding of the diversity of faiths and cultures in the United Kingdom as well as strong links with their own local community. Even so, the school has identified where it can further improve. The school's partnership with parents and carers is good as are their partnerships with a variety of local schools and outside agencies that are used well to extend curricular development and support pupils and their families.

Governors are self-evaluative and well informed. They have a good knowledge of the school's strengths and are influential in the school's development. Financial management is effective and governors look for value for money in their projects. Keeping pupils safe is high on the school's agenda. Governors and staff regularly review their policies and procedures to ensure good practice and to meet statutory requirements. Procedures are exemplary and carried out rigorously.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children start school with a similar range of knowledge and skills to those expected for their age. They settle quickly into class and school routines under the caring and sensitive support of the adults in the class and are already making good progress in their learning. Children usually achieve well. There is an effective balance of adult-led tasks and opportunities for children to choose their own activities. Teaching is good and both the class teacher and the teaching assistants are skilful in asking questions that probe children's understanding and extend their thinking. Activities are fun and there is a good range of resources for children to choose from that stimulate their ideas and enjoyment. The classroom is well organised. The secure area outside the classroom has an exciting climbing frame that children really enjoy as they explore their own skills of climbing and balancing. Improvements are being made to the resources available outside but the class teacher recognises that there are limitations to the types of learning available, and this is a priority for improvement.

Positive links with the local pre-school ensure that children are well known to the staff before they transfer. Good partnerships are made with parents during the home visits and the information gained is used well to identify each child's interests and needs. Assessment of children's learning identifies children's next steps and, now they are settled and confident, the class teacher is involving them in what they want to learn. Children are already suggesting how the classroom 'hospital' should develop and the resources they need. The class teacher is new this term but has already made a significant difference to the successful learning of the children. Teamwork is good. The school is very evaluative of its work and the class teacher and Early Years Foundation Stage leader have clearly identified how the provision can continue to be improved.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

A good proportion of parents and carers responded to the questionnaire. The vast majority are very supportive of the school and make particular comment about the caring staff, the exciting curriculum, and how much their child enjoys school and has flourished here. A few parents and carers feel concerned that their able child is not sufficiently challenged or extended. Inspection shows that this has been a weakness but has improved in the last year. All pupils, including the more able pupils, are given activities that are more challenging. Sometimes the match is not quite right but this is due to staff still getting to know their class at the start of the year. A few parents and carers are also concerned that inappropriate behaviour is not dealt with correctly. Inspection showed that behaviour is good and the vast majority work and play together well. A small number of pupils are less well behaved than the majority but it is silliness rather than bad behaviour. Pupils spoken to said they think behaviour is good and there is no bullying in the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at North Bradley CofE Primary School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 82 completed questionnaires by the end of the on-site inspection. In total, there are 171 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	57	70	23	28	2	2	0	0
The school keeps my child safe	43	52	38	46	0	0	0	0
My school informs me about my child's progress	34	43	44	54	1	1	0	0
My child is making enough progress at this school	43	52	37	45	1	1	1	1
The teaching is good at this school	59	72	21	26	1	1	0	0
The school helps me to support my child's learning	47	57	33	40	1	1	0	0
The school helps my child to have a healthy lifestyle	42	51	39	48	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	34	41	39	48	1	1	1	1
The school meets my child's particular needs	39	48	38	46	4	5	0	0
The school deals effectively with unacceptable behaviour	32	39	42	51	5	6	0	0
The school takes account of my suggestions and concerns	28	34	48	59	2	2	0	0
The school is led and managed effectively	61	74	21	26	0	0	0	0
Overall, I am happy with my child's experience at this school	64	78	17	21	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



20 October 2010

Dear Pupils

**Inspection of North Bradley Church of England Primary School, Trowbridge
BA14 0TA**

Thank you for making us so welcome and answering our questions when we visited you recently. You are rightly proud of your school and what it does for you. You and your parents and carers are correct in thinking that you go to a good school.

Here are some of the things we found out:

- You get a good start to your schooling in the Reception class.
- You make good progress to reach standards that are similar to those of most children of your age.
- You want to do well and enjoy your work.
- You are extremely polite, friendly and helpful, you enjoy taking responsibility and have done lots of things to help the school be a better place and to help people around the world.
- You are taught well and all your teachers work hard to make sure that your lessons are interesting.
- The school is led well and everyone works together as a strong team.
- The staff look after you well so you feel safe and happy.

Even though North Bradley Primary is a good school, there are two things we have asked your headteacher and staff to do to make it even better:

- Provide you with work that makes you think hard but is not too hard for you to be successful.
- Ensure that when you are working independently you know exactly how well you are doing and what can be improved so you make good progress.

Thank you again for making our visit so enjoyable and remember, you can do your bit by continuing to work hard and helping each other.

Yours sincerely

Hazel Callaghan
Lead Inspector

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