

Bridestowe Primary School

Inspection report

Unique Reference Number	113248
Local Authority	Devon
Inspection number	357298
Inspection dates	8–9 March 2011
Reporting inspector	Martin James

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	56
Appropriate authority	The governing body
Chair	Sheevaun Manning
Headteacher	Michael Brady
Date of previous school inspection	2 July 2008
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited eight lessons, and made a number of shorter visits to classrooms to look at samples of pupils' work. Five members of staff were observed teaching. The inspectors held meetings with the chair and other members of the governing body, staff and pupils. They observed the school's work and looked at a wide variety of documentation including teachers' planning, the school development and improvement plan, monitoring and evaluation sheets, assessment records, safeguarding information and the reports from the School Improvement Partner. The responses from the staff and pupil questionnaires were analysed, as were the 50 responses from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key questions.

- To what extent do teachers cater for the different needs and abilities of pupils in lessons, especially the most able pupils?
- What provision is made for improving attainment in English?
- To what extent has the school developed national and global links to enhance community cohesion?
- What is the quality of the provision made for children in the Early Years Foundation Stage?

Information about the school

Bridestowe Primary School is much smaller than the average-sized primary school. Nearly all pupils are from a White British background. The proportion of pupils known to be eligible for free school meals is much lower than the national average. The proportion of pupils with special educational needs and/or disabilities is higher than the national average, as is the proportion of pupils with a statement of special educational needs. These pupils' needs cover a wide range including moderate learning difficulties and speech and language disorders. The Early Years Foundation Stage consists of Reception-aged children, who are integrated into one class with pupils from Years 1 and 2. Through the rest of the school, pupils are organised into mixed Years 3/4 and 5/6 classes. In recognition of its work, the school has received Healthy School status and the Activemark award.

From 1 September 2011 the school is to become part of a federation of schools involving Okehampton College and three other local primary schools. Bridestowe will retain its own headteacher.

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

This is a good school where pupils achieve well. It also has some particular strengths. High-quality pastoral care ensures that all pupils become enthusiastic and confident and feel extremely safe. Pupils adopt exceptionally healthy lifestyles as a result of the outstanding range of physical activities provided for them. Parents and carers hold the school in high regard. For instance, one said, 'We have been extremely happy with the education, care and experiences our children have received.' During their time in the Early Years Foundation Stage, children achieve well and, although some still have weaknesses in aspects of communication, language and literacy, they otherwise reach average standards by the time they leave Reception. In Years 1 to 6, pupils continue to make good progress and, by the end of Year 6, while standards overall, and in English, are broadly average, they are above average in mathematics.

In class, teaching assistants are deployed well and teachers make good use of a variety of resources and approaches to make the lessons interesting. Helpful marking and clear targets ensure that pupils are fully aware of how to develop their work further. Teachers generally plan well for the varying ages and abilities of pupils in their classes. However, on some occasions, they do not set work which fully challenges those who are more able. The curriculum is well planned to give pupils an interesting array of work, which they say they enjoy. Older pupils report that the topic on South Africa was a particular favourite. The school regularly reviews its curriculum, with a current emphasis being placed on further increasing the use of English in other subjects, as this strategy has not always been fully exploited in the past. The school has done much to promote community cohesion, both in school and locally. However, it has not yet done as much to improve pupils' understanding of the cultural diversity to be found further afield, either within the United Kingdom or abroad.

The headteacher, other members of staff and the governing body are a dedicated team showing a common sense of purpose and a commitment to improving the provision they make for their pupils. Self-evaluation is successful in pinpointing where improvement is needed and the school has moved on significantly since the previous inspection. The improvements that have been made since that inspection, and the quality of the current provision, show that the school has a good capacity to improve even further.

What does the school need to do to improve further?

- Raise attainment in English by ensuring:
 - the work provided for the more-able pupils always challenges them to aim for higher standards.

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- more opportunities are provided for pupils to develop their literacy skills in topics and across different subject areas.
- Extend community cohesion further by:
 - providing more opportunities for pupils to find out about, and communicate with, people from cultures and backgrounds different from their own, both within the United Kingdom and globally.

Outcomes for individuals and groups of pupils

2

Pupils really enjoy their learning and in all lessons observed they were fully engaged. Work seen in lessons, as well as that recorded in their books, shows that their achievement is good. In a mathematics lesson seen in Key Stage 2, clear and helpful explanation from the teacher, on techniques to help solve problems in relation to coordinates, ensured that pupils later employed these well in finding solutions. Pupils with special educational needs and/or disabilities also achieve well. In an English lesson observed in Key Stage 1, for instance, the teacher was most careful to include them fully throughout, so that they knew exactly what was expected of them. Boys and girls perform equally well. The pupils' good progress, from their lower than-expected starting points, especially in relation to communication, language and literacy, together with their full, enthusiastic participation in their learning and confidence in working collaboratively with others, means that the school is preparing pupils well for their future economic well-being.

Pupils are proud of their school and this is reflected in their good attitudes and behaviour. They are polite and engaging. Pupils feel exceptionally safe in school, and one pupil commented, 'We have lots of adults to look after us.' Pupils have an outstanding awareness of how to keep themselves healthy and discussions with them show that they readily apply this understanding to their everyday lives. They say they are very pleased to have contributed towards the school gaining Healthy School status and the Activemark award. Pupils' spiritual, moral, social and cultural development is good overall, although their awareness of the different cultures and lifestyles that make up modern Britain is more limited. Pupils conscientiously take on the many responsibilities that the school offers them. Members of the school council recognise that they are working on behalf of other pupils, and they speak with particular enthusiasm about their involvement in improving playground resources. Pupils are also very involved in the wider village community through such events as 'Roast Dinner Day', when they welcome local residents into school to join them for a meal, and taking part in musical events in the village hall and activities involving the local church.

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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	2
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	2

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?

All lessons are underpinned by strong and respectful relationships between adults and pupils. As a result, pupils are keen to learn and ready to work hard. One pupil reported that, 'Teachers make lessons fun.' Teachers create a most interesting and welcoming learning environment for the pupils. Explanations and illustrations are clear and reflect teachers' good subject knowledge. Teaching assistants make a good contribution to the learning of all pupils. The Deaf Inclusion Worker works most effectively to ensure that hearing-impaired pupils are fully involved and informed at all times. Planning is detailed and caters well for pupils with special educational needs and/or disabilities, but it does not always fully meet the needs of those who are more able, with the result that the work sometimes does not challenge them enough. Pupils receive much help and support during lessons when they need it, and comments in pupils' books and the targets provided for pupils give them clear guidance on how to improve their work. This is an improvement since the previous inspection.

The interesting and varied curriculum has a positive impact both on pupils' learning and their enjoyment. Pupils particularly like the learning opportunities provided in the school's own very pleasant grounds, and they benefit from the very wide range of outings and clubs that enrich the curriculum. The school has successfully developed subject links to enhance the interest and relevance of the curriculum through the provision of topics and themes. There is a clear recognition in the school that some pupils have difficulties with

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their literacy skills. The staff are currently reviewing the planning of work, both in subjects and topics, to ensure that they provide more opportunities for pupils to develop these skills. The exceptional care, guidance and support contribute very well to pupils' enjoyment and their sense of well-being. Parents and carers rightly believe that their children are very well cared for and safe at school. Pupils are extremely well known to staff members and they give them much personal attention. Safety checks and risk assessments are rigorously carried out. Effective transition arrangements are in place to ensure the smooth entry of pupils into the school, as well as into secondary school when they leave. Outside agencies are used effectively to support pupils when a need is identified and the school's Family Support Adviser provides wider help when required. Pupils are regularly reminded about the need to take care, for instance when using computers.

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	1

How effective are leadership and management?

The headteacher has a clear vision for the school and, together with his colleagues, he is passionate about doing the very best for the pupils. Consequently, there is a strong ambition to improve. Great effort is taken to ensure that no form of discrimination is tolerated and that equal opportunities are promoted effectively. Information from tracking procedures is used rigorously to ensure that pupils achieve well. As a result, all groups make good overall progress, despite the occasional lack of challenge for the more-able pupils. Safeguarding procedures are consistently and diligently applied to ensure that all pupils are well protected. For instance, the identity of all visitors to the school is carefully checked and confirmed. Community cohesion is currently promoted satisfactorily. There are good community links, both in school and locally. However, in its own evaluation, the school recognises that links beyond the local community are not so well developed. A useful start has been made through contacts established with a school in London.

Staff show a good understanding of the various subjects for which they share responsibility, and they have contributed well to recent improvements. Action plans are detailed and show a clear awareness of the ways to continue to take the school forward. The governing body actively supports the school through, for instance, its important role in budgeting. The governors are presently extending their understanding of the school's overall provision so that they might contribute more effectively to school self-evaluation. There are exceptionally good working relationships with parents and carers, and their views are regularly sought when changes are being proposed in school.

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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	1
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	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

At the start of the day children arrive happily and join in quickly. The children are very happy in school and they enjoy the company of their older classmates, especially when working in the 'Vet's Surgery'! Their behaviour is good, and they are very keen to do their best with their work. The staff work hard to create a friendly and caring learning environment, and the children also benefit from the very good links that are established with parents and carers. Teaching is good and adults provide the children with a good balance of teacher-led activities and opportunities for them to choose for themselves, and they take every opportunity to help children to develop their various skills. In particular, every effort is taken to help develop the children's skills in communication, language and literacy through the ready provision of books, chances to write and the encouragement to talk. A good range of resources is provided, both in the classroom and outside, although occasionally opportunities are missed to utilise the outdoor area fully. Staff know the children well, and the frequent observations and assessments of their progress result in tasks being regularly adapted to maintain the children's interest and match closely their ability levels.

Good, well-informed leadership successfully ensures good provision for the children, and staff members ably complement each other in helping them to achieve well. Great care is taken to guarantee that all children are equally involved, and that safety and safeguarding are given high priority.

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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

There was a high response to the questionnaire sent to parents and carers to seek their views about the school. The overwhelming majority of them are positive about everything the school provides, such as in relation to their children's learning, the extra-curricular provision and the levels of care provided. Comments such as, 'I have two very happy children at Bridestowe,' and, 'Having joined the school midway through the year, the transition to such a lovely, caring school was made very easy,' confirm their view. No significant concerns were raised.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bridestowe 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 50 completed questionnaires by the end of the on-site inspection. In total, there are 56 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	31	62	18	36	1	2	0	0
The school keeps my child safe	27	54	22	44	1	2	0	0
My school informs me about my child's progress	29	58	20	40	1	2	0	0
My child is making enough progress at this school	26	52	19	38	3	6	0	0
The teaching is good at this school	31	62	19	38	0	0	0	0
The school helps me to support my child's learning	30	60	17	34	1	2	0	0
The school helps my child to have a healthy lifestyle	35	70	14	28	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)	31	62	14	28	0	0	0	0
The school meets my child's particular needs	28	56	20	40	1	2	0	0
The school deals effectively with unacceptable behaviour	23	46	25	50	1	2	1	2
The school takes account of my suggestions and concerns	25	50	20	40	2	4	1	2
The school is led and managed effectively	30	60	18	36	2	4	0	0
Overall, I am happy with my child's experience at this school	33	66	15	30	2	4	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



10 March 2011

Dear Pupils

Inspection of Bridestowe Primary School, Okehampton, EX20 4EL

Thank you for making us so welcome when we came to visit your school. We enjoyed our visit and it was a pleasure talking to you. We particularly enjoyed joining you in your lessons. Thank you for filling in the forms about your views of the school, it was most helpful. You are in a good school where you are making good progress with your work. The headteacher and other staff know what they need to do to make the school even better.

These are some of the strengths of the school:

- Teachers provide you with lessons and other activities which you enjoy.
- Your behaviour and your attitudes to your work are good.
- You know very clearly how important it is to eat healthy food and take exercise.
- The staff know you well and take exceptionally good care of you. As a result, you feel very safe.
- Your parents and carers are very pleased with the school.

These are the things we have asked the school to improve:

- Improve your literacy skills by ensuring that the work you get is just at the right level to help you all do better, especially those of you who can learn quickly, and by providing you with plenty of opportunities to read and write in topics and subjects other than English.
- Give you greater opportunities to become aware of people from communities and cultures different from your own, in both this country and other countries.

You can help too, for example by trying to do your best work at all times.

I wish you all well for the future.

Yours sincerely

Martin James

Lead inspector

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