

Bridport Primary School

Inspection report

Unique Reference Number	113660
Local Authority	Dorset
Inspection number	367400
Inspection dates	19–20 May 2011
Reporting inspector	Janet Dinsmore

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	402
Appropriate authority	The governing body
Chair	Mike Carter
Headteacher	Elizabeth Wilson-Chalon
Date of previous school inspection	12 March 2008
School address	St Andrew's Road Dorset DT6 3BJ
Telephone number	01308 422846
Fax number	01308 458710
Email address	office@bridport.dorset.sch.uk

Age group	4–11
Inspection dates	19–20 May 2011
Inspection number	367400

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by four additional inspectors. They observed the schools work in 21 lessons taken by 14 teachers and held meetings with parents, groups of pupils, governors and staff. They looked at school documentation relating to assessment of pupils' attainment and progress, monitoring of teaching and learning, development plans, minutes of governors' meetings and policies. Inspectors analysed 147 parents' and carers' questionnaires as well as those completed by pupils and staff.

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

- How effectively teaching meets the needs of more-able pupils in mathematics and pupils with special educational needs and/or disabilities.
- How assessment and tracking information helps inform teaching to accelerate the progress of boys and pupils with special educational needs and/or disabilities across Key Stage 1.
- How effectively leaders and managers at all levels use self-evaluation to inform plans to improve provision and outcomes for all groups of pupils.
- The effectiveness of assessment in the Early Years Foundation Stage.

Information about the school

This is a larger than an average-sized primary school. The vast majority of pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is average. Such needs include aspects of the autistic spectrum disorder and behavioural difficulties. There are lower than average proportions of pupils known to be eligible for free school meals, very few pupils with statements of special educational needs and/or disabilities, and very few from minority ethnic groups and who have English as an additional language. There have been changes in senior leadership since the previous inspection. Children in the Reception class follow the Early Years Foundation Stage curriculum and the school is a UNICEF Rights Respecting school.

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

Bridport Primary is a good school and the respect for all members of the school community outlined in the 'Rights Respecting Charter' is a strong foundation for the pupils to develop into confident, caring young people. The school engages well with parents and carers and they are very supportive of the staff.

Boys now make better progress so that there is no longer a significant difference between the progress of boys and girls or other identified groups within the school including those with special educational needs and/or disabilities. More-able pupils are now beginning to achieve as well in mathematics as they do in English but this is not yet consistent across the school because in some lessons tasks are not sufficiently challenging. Improved rates of progress are a result of secure teacher assessment and tracking systems which identify pupils making less than expected progress. School leaders have a clear analysis of good teaching strategies, shared with all staff to accelerate progress in lessons. However, this identified good practice is not yet consistent across the school and marking and feedback do not always make it clear to pupils how to improve their work. The pupils in Key Stage 1 are making better progress and attainment at the end of this Key Stage has risen as a result. Assessments at the end of Early Years Foundation Stage are now more accurate and the transition to Year 1 is now managed carefully. This ensures that the good progress children make in the Reception Year is continued in Years 1 and 2.

Most pupils feel safe and know that they can talk to adults in the school if they have any concerns. Pupils and their parents say that the school enables them to maintain extremely healthy lifestyles both physically and emotionally. Pupils have opportunities to grow and cook some of their own food and have an excellent awareness of the impact of a balanced diet on physical health. The good care, guidance and support are exemplified through good practice in promoting pupils' social and emotional awareness in the curriculum provision within school and parent and carer groups. Staff and pupils share this work in other schools, contributing to good partnerships which also develop pupils' learning. This holistic approach to individuals, including those with special educational needs and/or disabilities, and good monitoring of assessments now means that they are making progress in line with their peers.

Leaders and managers at all levels ensure that the school has a good capacity for further improvement through a strong team ethos and common aims to improve attainment and progress that has been effective. The school's self-evaluation is accurate, correctly identifying the areas for improvement, but development planning does not set clear measurable outcomes for planned actions so that the school can evaluate their achievements.

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

What does the school need to do to improve further?

- Improve teaching and assessment for learning throughout the school by:
 - ensuring consistency in marking and teachers' feedback in all classes so that pupils know how well they are doing and how to improve their work
 - ensuring that all groups of pupils are sufficiently challenged in activities, particularly those in mathematics, by increasing the pace of learning and matching activities closely to their prior assessment.
- Improve development planning by setting clear, measurable success criteria for planned actions so that the school can evaluate its success in improving outcomes for pupils.

Outcomes for individuals and groups of pupils

2

Attainment indicators, particularly in English, at the end of Key Stage 2 have been above average in the last three years and current work and school data show this is still the case. Children start school with below average age-related expectations and make good progress through each key stage. Pupils in the current Year 6 reach standards that are above average in English and mathematics and more-able pupils are demonstrating very good writing. This is as a direct result of the school's tracking of assessments and targeted teaching in small groups and lessons to accelerate progress. For example, pupils in Year 5 use good skills to infer from a text and more-able pupils in Year 6 demonstrate higher level thinking skills in applying knowledge to a range of problems and challenging the teacher's thinking. Attainment has improved because of teachers' good subject knowledge and high expectations. Pupils enjoy school, particularly sport and art activities, and are very considerate towards each other. This is a good example of why the school achieved the Rights Respecting UNICEF award. They can clearly articulate the differences between their school and the link school in Ghana. Attendance is now above average which is an improvement since the previous inspection.

Pupils' behaviour contributes well to learning in lessons. They work enthusiastically with partners and are considerate to each other throughout the school. There are examples of pupils being less focused when the pace or style of teaching is not fully meeting the needs of all groups of learners. However pupils with special educational needs and/or disabilities and the small number from minority ethnic groups achieve well because of good support for their learning. Pupils understand how to stay safe on the internet. A small minority of pupils identify that they feel less safe in the busy playground but there is a good range of sporting and quieter activities available at playtimes. Pupils have a good understanding of respect and moral issues assisted by the 'Rights Respecting' team of pupils. A wide range of pupils contribute well to the school. Peer mediators' skills are valued to resolve conflict in the playground, the 'green team' contribute to the environment and sustainability and the school council determines fund raising and assists in guiding school improvement. Classes and year groups regularly take assemblies to which parents are invited and this provides a good focus for the whole community to celebrate success, building confidence, performance and presentation skills. Year 5's recent camping trip to a farm centre provided good multimedia experience for everyone. Contribution to the wider community includes opportunities for pupils to be involved in sharing the school's good practice in

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

social and emotional education with audiences including headteachers and teachers in other schools.

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	2
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	2
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?

The school has recently improved curriculum planning by adopting a thematic skills based approach that gives greater opportunity for creativity, incorporating pupils' ideas and developing good cross-curricular links. Teaching is good overall but there are inconsistencies across the school, particularly in mathematics lessons. In the best lessons pupils make good progress with activities that challenge all learners well. Teaching assistants ably support small groups and provide individual support for focused tasks. In mathematics, Year 2 pupils were contributing enthusiastically in identifying the pattern of odd and even numbers in a one hundred square on the interactive whiteboard and engaging in challenging numerical calculations. In a Year 6 literacy lesson, pupils were motivated and engaged by well-paced and specific activities demonstrating the use of good vocabulary to engage readers. Pace is slowed in some lessons when pupils are listening to the teacher for a greater proportion of time and therefore not fully engaged in learning. Pupils say tasks are sometimes 'too easy' in mathematics lessons because they are not closely matched to prior assessment of their abilities. Feedback and marking are also variable across subjects and year groups and a small minority of pupils say they are

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

not clear about what they need to do to improve because this is not clearly identified to them.

The curriculum is made relevant and purposeful through visits and visitors, for example local residents with experience of living through the Second World War and those from different faiths. A visit to the garden centre provided a good stimulus for writing activities in Year 1 and meaningful cross-curricular links with science through well planned topic work. Planned residential visits are very well used in Years 4, 5 and 6 to give pupils a range of different experiences. The curriculum is further enriched through 'charter time', which provides focused activities over a period of weeks with an outcome, for example, of producing a published book, which engaged boys in writing. There is a good range of sporting opportunities and clubs. The school can point to striking examples of accelerated progress, for individual pupils and their families facing challenging circumstances, through its work in health promotion and social and emotional awareness.

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 school leadership team and members of the governing body have a clear focus on improving teaching and learning as the priority for the school. The headteacher, deputy headteacher and assistant headteacher work well together to share responsibility with middle leaders so that there is a common vision and purpose. Ambition is therefore embedded at all levels and the school demonstrates good ability to drive improvements. Peer support for teachers to share best practice and effective monitoring of teaching and learning are good examples. Phase leaders work well with teams of teachers to monitor pupils' progress and ensure that pupils are well cared for, taking prompt action when difficulties arise.

The governing body is well organised and provides a strong lead in assisting the school through changes of leadership and works well with the local authority. Clear and effective safeguarding policies and procedures are in place and regularly reviewed so that safeguarding is good. There is good equality of opportunity because differences in achievement and progress between different groups of pupils have been significantly reduced recently. The school ensures that discrimination of any sort is not tolerated. Any instances are dealt with effectively. The school relates well to the local community, is building national links with a school in a very different environment and has established links with a school in Ghana resulting in good community cohesion.

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

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	2
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

Parents speak highly of the good care that the children receive in the Reception classes. There are good relationships with local pre-school providers and effective induction procedures that ensure a smooth transition to school, working well with parents to settle children and continue communication with them at the beginning and at the end of the day. The bright, stimulating environment ensures that all areas of learning and development are well resourced. Children are given good opportunities to extend their writing and mark making skills through imaginative opportunities. For example the giant, from 'Jack and the Beanstalk', had written to the children and they were very enthusiastic in explaining how they were going to respond and write a letter. Teachers in the Reception classes and other adults know children well and plan interesting activities, for example making a replacement instrument for the giant, growing their own beans and playing in a florist's shop to encourage calculation. This ensures that children are making good progress in all areas of learning and development but sometimes the organisation can restrict children's opportunities to be independent. Children relate well together and adult-led small group work enables them to articulate their learning through good questioning. Children follow routines and are prepared well to enter Year 1. The quality of assessment and tracking of children's progress at the beginning and end of Reception and Year 1 is not always monitored effectively to ensure these are accurate.

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

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

The very large majority of parents and carers are very supportive of the school. Almost all agree that their child enjoys school and they are safe. 'The staff are very enthusiastic' and 'children are well looked after' are typical of comments that parents make. They are particularly pleased about the way their child's particular needs are met and the quality of teaching. A very small minority think that the school does not deal effectively with unacceptable behaviour. Inspection evidence shows that behaviour is good and the school has good interventions in place to support pupils with their behaviour.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bridport 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 147 completed questionnaires by the end of the on-site inspection. In total, there are 402 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	77	52	63	43	5	3	0	0
The school keeps my child safe	83	56	60	41	3	2	0	0
My school informs me about my child's progress	51	35	85	58	9	6	0	0
My child is making enough progress at this school	55	37	81	55	7	5	0	0
The teaching is good at this school	74	50	71	48	2	1	0	0
The school helps me to support my child's learning	48	33	83	56	11	7	0	0
The school helps my child to have a healthy lifestyle	70	48	65	44	9	6	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)	59	40	75	51	3	2	2	1
The school meets my child's particular needs	66	45	69	47	5	3	1	1
The school deals effectively with unacceptable behaviour	30	20	90	61	19	13	1	1
The school takes account of my suggestions and concerns	43	29	80	54	7	5	1	1
The school is led and managed effectively	47	32	81	55	5	3	6	4
Overall, I am happy with my child's experience at this school	71	48	71	48	2	1	1	1

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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.



23 May 2011

Dear Pupils

Inspection of Bridport Primary School, Bridport DT6 3BJ

Thank you for making us so welcome at your school. We enjoyed spending time with you finding out about all that you do at your school. I would like to say a particular thank you to the groups of pupils who spoke to us. I am pleased to tell you that the inspectors agree with you and your parents and carers and judge that yours is a good school.

We found that these things were particularly good.

- You are extremely healthy both physically and in understanding your feelings.
- The rights and respect charter really helps everyone relate very well to each other and take very good care of each other.
- Those of you are doing well in English are now doing as well in mathematics.
- The school is run well by the leadership team and your governing body.

We know that everyone is working hard to make the school even better and we have suggested that the leadership team:

- ensure that all teachers mark your work well so that you all know exactly what to do to improve it and make sure that you are always challenged with the activities you do in mathematics lessons
- sets measurable targets in planning new developments so that they will know exactly how well everyone has done.

We know that you will help with this by carrying on working hard.

Yours sincerely

Janet Dinsmore

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.