

Burton Bradstock Church of England Voluntary Controlled Primary School

Inspection report

Unique reference number	113758
Local authority	Dorset
Inspection number	395645
Inspection dates	16–17 May 2012
Lead inspector	Chris Grove

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	100
Appropriate authority	The governing body
Chair	Sue Dampney
Headteacher	Claire Staple
Date of previous school inspection	23 April 2008
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Age group	4–11
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Introduction

Inspection team

Chris Grove

Additional inspector

This inspection was carried out with two days' notice. The inspector observed teaching and learning in seven lessons taught by five teachers, and heard some pupils in Years 1 and 2 read. Meetings were held with groups of pupils, members of the school's staff and the Chair and another member of the governing body. The inspector took account of the responses to the on-line Parent View survey in planning the inspection, observed the school's work, and looked at analyses of pupils' attainment and progress, the school's development planning and documents relating to monitoring, safeguarding and the curriculum. The inspector analysed inspection questionnaires returned by 37 parents and carers, as well as those completed by 59 pupils from Years 3 to 6, and 14 members of staff.

Information about the school

This is smaller than the average-sized primary school. Most pupils are White British, and the remainder come from a mixture of other ethnic backgrounds. The proportion of pupils known to be eligible for free school meals is broadly average. The proportion of pupils supported by school action plus or with a statement of special educational needs, principally specific learning difficulties or speech, language and communication needs, is above average. Among the school's accreditations are the Activemark and the RHS Gardening (Level 3) awards. The school has also gained Healthy Schools status. The breakfast club is managed by the governing body and formed part of this inspection. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school. Almost every parent and carer would recommend it to others. It is not yet an outstanding school because improvements to the provision for mathematics and in the use of target setting are necessary to accelerate progress further.
- Children in Reception make good progress in their learning. In Years 1 and 2, progress is mostly good, usually resulting in broadly average attainment. In Years 3 to 6, pupils continue to make good progress overall, but generally better progress in reading and writing than in mathematics. By the end of Year 6, attainment is typically above average in reading, writing and mathematics.
- The quality of teaching is good. Teachers build well on their very positive relationships with pupils. They set high expectations, and have good subject knowledge. Lessons are well paced and challenge pupils well. Teachers' marking provides good feedback about improvement, but target setting does not always help pupils to understand the next steps in their learning to the extent that it should.
- Pupils are well behaved and courteous to others. In lessons, they are attentive, and engage well with teachers. They work well with other pupils and complete tasks diligently and productively. They feel safe at school and well supported by adults. Cases of bullying are few, and are handled effectively. Pupils' attendance is consistently above average.
- Leaders and governors are ambitious for the school. The headteacher provides a strong lead. Other staff offer good support. Effective procedures to track pupils' progress and to evaluate the quality of teaching and learning underpin improvement planning, and result in above-average attainment and continuing good progress. Effective arrangements for professional development help to maintain good performance. The curriculum has strengths. It ensures that pupils are well prepared for secondary education and meets their interests well.

What does the school need to do to improve further?

- Accelerate pupils' progress in mathematics to match their progress in English

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by:

- devising a policy to support the consistent teaching of calculation across the school, and monitoring and evaluating its impact
 - improving pupils' learning through more opportunities to use and apply their knowledge and skills in other subjects and to solve problems.
- Ensure that pupils develop a clearer understanding of the next steps in their learning in writing and mathematics by refining target-setting arrangements so that teachers indicate more precisely the improvements necessary to reach higher levels of attainment in these subjects.

Main report

Achievement of pupils

All respondents to the questionnaire for parents and carers feel that their children make good progress, and inspection evidence supports their view. On entry to the school, children's skills and experiences are variable, but are typically below those expected for their age, especially in writing. Children make good progress across all areas of learning so that most meet, and a few exceed, expectations by the end of Reception. They enjoy the well-organised activities. Children make good progress in their understanding of phonics (linking letters and sounds), for example in identifying the 'oa' sound in words such as 'boat'. They also have their curiosity aroused, for instance through observation and artwork exploring the symmetry represented by butterflies' wings as part of the focus on mini-beasts.

Pupils make good progress in Years 1 and 2 to reach broadly average standards in reading, writing and mathematics. They achieved well in writing a fantasy story because of good prior preparation and organisation. Pupils responded enthusiastically because of the well-judged match of tasks to the different groups, the good pace to learning and lively stimulus to their imagination. More hesitant readers make good progress. For example, a pupil in Year 2 applied phonic understanding well to read confidently and fluently a story involving more complex sentences and some less familiar words, such as 'surprised' and 'message', and showed good comprehension of the text.

Pupils continue to learn well and to make good progress so that by the end of Year 6 overall attainment, including in reading, has mostly been above average in recent years. Pupils in Years 5 and 6 progressed well in discovering the key features of 'haiku' and 'cinquain' poems as they successfully met the challenge of composing examples. The school acknowledges pupils' relatively slower progress in mathematics. One important reason is the lack of a policy to support consistent approaches to the learning and teaching of calculation skills. Furthermore, although there is some focus on developing problem-solving skills in mathematics, it has not been sufficient to accelerate progress. Pupils who are disabled or who have special educational needs make good progress in line with their peers because adults give

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them good support.

Quality of teaching

The good relationships between adults and pupils reflect the school's positive ethos, and provide a strong basis for learning. Teachers and assistants set high expectations for pupils' behaviour and attentiveness. This promotes their moral and social development and leads to their evident readiness to learn. Evidence from the school's attainment data, as well as from discussion with pupils and hearing some read, indicates that reading is taught well. Teachers show good subject knowledge. This enables them to plan activities logically, which help pupils to learn sequentially. However, on occasions, planning does not clarify learning objectives sharply enough to ensure that pupils are clear about the purpose of lessons.

Teachers make good use of interactive whiteboards to support pupils' learning. Where teaching is most effective, teachers sustain a lively pace of learning, and provide a good level of challenge through a close match of tasks and questions to pupils' different abilities. For example, in a lesson about writing a description of a setting, some pupils in Years 3 and 4 chose interesting adjectives such as 'mysterious' or 'tatty'. The teacher's good use of questioning then challenged them to contextualise these words in sentences. Similarly, in a mathematics lesson, the teacher probed pupils' reasoning well as the pupils rounded various amounts of money up or down to the nearest pound. Teaching assistants make an important contribution to pupils' learning, particularly for disabled pupils and those with special educational needs, and especially for pupils with more complex needs who require dedicated support.

Pupils say that feedback from teachers' marking helps them to improve the quality of their work. They also say that they like having learning targets. Teachers currently set general goals for them, such as learning multiplication tables to support work in mathematics. However, the school's approach to target setting does not enable pupils to understand sufficiently precisely what they need to do to reach higher levels of attainment in their writing and mathematics work.

Almost all parents and carers believe that their children are well taught. Inspection evidence confirms that, although parents and carers rightly judge that the quality of teaching is good overall, there are ways in which its impact could be improved further.

Behaviour and safety of pupils

Pupils are well behaved in classrooms and around the school. They are quickly attentive and responsive to teachers, cooperate well with others, and apply themselves diligently to tasks. They are polite towards adults. The school's supportive ethos and the high expectations of staff foster behaviour that is conducive to good learning. In the playground, pupils play cooperatively with others. The play leaders in Year 6 are enthusiastic about their role in supporting younger pupils.

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All parents and carers, and all members of staff who returned questionnaires, agree that children are safe at school. Almost all parents and carers also consider that the standard of behaviour is good, although a small minority believe that lessons can be disrupted by bad behaviour. During the inspection, no poor conduct was seen. A discussion with a representative group of pupils indicates that most behaviour is good, and that teachers deal well with the very few cases of calling out or other immature conduct. There was no feeling that poor behaviour is widespread or typical, and the school's behaviour records confirm that there are few instances of inappropriate behaviour and no racist incidents. Pupils say that there is no physical bullying or cyber-bullying, and that adults successfully address the occasional examples of name calling. Pupils also say that most follow the school's behaviour code, and that behaviour has improved because of their involvement in setting the rules. They feel safe in school because, as one noted with good insight, 'Teachers really care for you, 24/7.' Pupils say that the school teaches them about risks. For example, they understand the possible dangers posed by strangers or by unsupervised internet access.

Pupils' attendance has consistently been above average in recent years, as a result of effective leadership action. The well-organised breakfast club offers a balanced meal and enjoyable social experiences in a safe and secure environment for those who attend.

Leadership and management

Leaders demonstrate an ambitious vision for the school. The headteacher, in particular, provides a strong lead in sustaining the positive ethos and in the drive for continued improvement. This is shown in the carefully devised annual cycle of self-evaluation activities which inform development planning. Better self-evaluation represents an improvement since the previous inspection. The headteacher is well supported by other members of staff who work as a cohesive team with clear responsibilities that have a positive impact on the self-evaluation arrangements. Observations of teaching and opportunities for professional enhancement contribute well to staff development. The governing body shows a clear understanding of the school's strengths, and offers effective challenge for improvement. The school promotes equality of opportunity through frequent tracking of pupils' performance, leading to additional support as necessary. Discrimination of any kind is not tolerated.

The school has been notably successful in engaging parents and carers. This is evident from the high proportion of positive responses to the survey, such as the parent who described the school as 'a safe and happy environment in which my child is encouraged to achieve his full potential', and another who referred to the 'lovely feel of the school'.

The curriculum is broad and balanced, offers good preparation for secondary education and promotes pupils' spiritual, moral, social and cultural development well.

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Effective cross-curricular links provide good contexts for pupils to practise their literacy skills. Daily handwriting practice in Years 1 and 2 addresses a weakness identified at the previous inspection. However, leaders acknowledge the need to develop a policy to ensure the consistent teaching of calculation across the school. In addition, opportunities for pupils to solve mathematical problems and to practise numeracy skills in other subjects are less well developed than in literacy.

The school does much to broaden pupils' horizons. The curriculum is enhanced, for instance, by residential visits, day visits and specialist events such as Olympic Team Building Day and Health and Safety Week. There are good rates of participation in the wide range of extra-curricular activities provided, which extend pupils' cultural understanding well.

The school's capacity to improve is shown by the above-average attainment at the end of Year 6 and by pupils' good progress. Above-average attendance, good behaviour and readiness to learn are testimony to the effective impact of leadership. Leaders are meticulous in ensuring that all safeguarding arrangements meet requirements and are rigorous.

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.

18 May 2012

Dear Pupils



Inspection of Burton Bradstock Church of England Voluntary Controlled Primary School, Bridport DT6 4QS

I would like to thank you all for your help during the inspection. I enjoyed seeing you in your classrooms, talking to you at playtimes and lunchtimes, and hearing some of you read. I particularly thank those of you who filled in the pupils' questionnaire and those who came for a discussion with me. The inspection judgement is that you go to a good school.

These are the main things that I found out about your school.

- Your attainment in English and mathematics by the end of Year 6 is above average, and you achieve well.
- You have very good relationships with teachers and other adults and you feel safe in school.
- Your behaviour at school is good; you listen attentively and work well with others.
- Your attendance is above average.
- The quality of the teaching and the curriculum enable you to make good progress throughout the school.
- The headteacher and the other leaders know what to do to continue to improve your school.

I have asked the headteacher and the governing body to make the school even better by doing two things.

- Improve your progress in mathematics by:
 - devising a policy to ensure that the ways in which you are taught to calculate are consistent across the school
 - giving you more opportunities to use and apply your numeracy skills in other subjects and to solve problems.
- Set you clearer targets to help you to understand more precisely what you need to do to improve your work.

You can help by continuing to work hard so that the school can improve even more.

Yours sincerely

Chris Grove
Lead inspector

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