

Bratton Fleming Community Primary School

Station Road, Bratton Fleming, Barnstable, Devon, EX31 4SB

Inspection dates 8–9 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school

- Teaching is good throughout the school and teachers are successful in engaging pupils' interest and helping them to make good progress in their work.
- The standard of pupils' work is above that usually seen nationally for children of their age. Pupils of all abilities and backgrounds do well in their reading, writing and mathematics.
- The headteacher has provided strong leadership and provided a clear view for all leaders as to what is needed for the school to improve. The result has been improved teaching and a steadily rising trend in standards.
- Pupils behave extremely well. They enjoy school, try hard and want to do well. They feel very safe in school and help each other at playtime and in their lessons.
- The school is a calm and happy environment. Pupils' spiritual, moral, social and cultural awareness is developing well.
- Pupils' emotional and learning needs are met extremely well by the wide range of activities which stimulate their enjoyment of learning. They are given high levels of support and care which enable them to overcome any barriers to their learning and make good progress.

It is not yet an outstanding school because

- Teaching is not yet outstanding. Pupils do not have a clear enough idea of the skills and knowledge needed for the different National Curriculum levels. As a result, they do not always aim as high as they could, and are less able to work in a more independent way.
- Although progress in mathematics is good, it is not quite as strong as that in reading and writing.

Information about this inspection

- The inspection was carried out with one day's notice.
- The inspector observed eight lessons led by five members of staff. These lessons were joint observations undertaken with the headteacher. Further shorter observations of teaching of letters and the sounds that they make (phonics) and of reading including Reading Recovery sessions and of support sessions in mathematics (Every Child Counts) were undertaken.
- The inspector held meetings with two members of the governing body and with groups of pupils, and had a telephone conversation about the school with a representative from the local authority. In addition to a number of meetings with members of staff, the questionnaires completed by 12 members of staff were taken into account.
- Meetings were held with with five parents and carers. Account was taken of the 30 parental responses to the Ofsted online questionnaire (Parent View) and the results of a recent parents' and carers' questionnaire carried out by the school.
- The inspectors reviewed a wide range of documentation including the school's analysis of pupils' progress, teachers' lesson plans, the school's action plan, local authority reports, leaders' monitoring records, pupils' work and the record of checks made on the eligibility of staff to work with children.

Inspection team

Hazel Callaghan, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is smaller than average. It joined with Holywell Church of England Primary School to become a federation in September 2012.
- Almost all the pupils are of White British heritage and very few are from minority ethnic groups. A very small number of pupils are learning English as an additional language.
- The number of pupils known to be eligible for free school meals is below that found in schools nationally. These pupils are entitled to additional funding called the pupil premium.
- The proportion of pupils who have special educational needs supported at the school action level is broadly average.
- The number of pupils supported at school action plus level is below average, as is the number of pupils with statements of special educational needs.
- A significant proportion of pupils have been identified as potentially vulnerable due to challenges in their lives.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school has a breakfast club and after-school club, both managed by the governing body.
- A privately run pre-school group is situated on the school grounds. This is covered by separate inspection arrangements.

What does the school need to do to improve further?

- In order to sustain and further improve pupils' progress, increase the proportion of outstanding teaching through the school by:
 - helping pupils to understand how they can improve by giving them an overview of the skills and knowledge to be gained at different levels of work so they can become more independent learners
 - developing the strategies already used in the setting of 'success criteria' so pupils see clearly the different levels of difficulty in their activities and so aspire to reach a higher standard in their work.
- Raise pupils' progress in mathematics to equal that in reading and writing by sharing the good practice in the school and ensuring teachers' marking gives pupils a clear understanding of what they need to do to improve.

Inspection judgements

The achievement of pupils

is good

- Usually, children start in the Reception class with a range of skills and knowledge similar to that expected for their age, but sometimes a significant number are a little behind in this development. Whatever their starting points, children make good progress and the majority reach at least the expected levels by the end of the year. Many reach above-average levels in some aspects of their learning. Children enjoy their activities and are confident to experiment and explore new ideas.
- Good progress continues through the school. There has been a rising trend in the quality of pupils' work in the last three years so that standards in Year 2 and Year 6 have been above that found nationally in reading, writing and mathematics. Last year, all pupils in Year 6 reached the levels expected for their age in English and in mathematics. The more-able pupils are doing well and the number of pupils reaching the higher levels of work was significantly greater last year than that found nationally.
- Pupils' reading skills are developing extremely well. Younger pupils use their knowledge of letters and the sounds they make to help them recognise new words. In the recent national test at the end of Year 1, they did very well. Older pupils confidently read a wide range of texts which help them in all areas of their work. Pupils in the oldest class, for example, confidently write biographies of famous people based on what they have read.
- Children who find learning difficult are well supported. They make good progress to reach standards that are often similar to other children in the school.
- The specialised sessions helping pupils who find difficulty with mathematics (Every Child Counts sessions) are having a very positive impact and the gaps in their learning are closing. Pupils through the school are making good progress in mathematics, and standards are rising, but this progress is not quite as strong as that in reading and writing.
- Children who may have barriers to their learning because of emotional upsets in their lives are very well supported particularly through the 'Thrive' programme so they are able to concentrate on their learning. They too are making good progress in their work.
- Those pupils who are eligible for free school meals and supported by the pupil premium funding are also achieving well. Last year, all pupils reached Level 4 in English and mathematics, which is the standard expected for their age.

The quality of teaching

is good

- Teaching is typically good throughout the school. The strong focus on improving teaching, especially the increasingly accurate assessment of pupils' work, has resulted in higher expectations of what they can achieve and work that matches pupils' learning needs well.
- Teachers have good understanding of the subjects they teach, plan activities that interest the pupils and use their good understanding of how pupils learn to promote good learning. Lessons are structured well so that new skills are introduced steadily, building on what pupils already know and can do.
- In most lessons, boys and girls achieve as well as each other. Teachers carefully explain to the pupils what they are to learn and what they need to do to be successful in the lesson. Teachers ask probing questions to judge how well pupils understand their tasks and often make changes to the lesson so that pupils can move on more quickly.
- Reading is taught well. The teaching of letters and the sounds that they make (phonics) is good and this supports pupils' reading and writing well. The high levels of support in the Reading Recovery sessions for those who find difficulty in reading is also having a positive impact on increasing pupils' reading skills.

- Teachers have high expectations for the pupils' concentration and effort but sometimes opportunities are missed to set out clear expectations on how well work should be completed or to explain how pupils can be even more successful by aiming at more challenging tasks.
- Teachers use their marking to celebrate pupils' good work and to explain how the work can be improved. These comments are more helpful in writing, however, than in mathematics.
- Pupils are given targets for them to work towards so they can improve. They understand their targets, but when they have been successfully achieved, pupils do not know where the next targets come from. They have little understanding of what they will be working towards next and so cannot show initiative in their own learning or aspire to higher levels for themselves.
- Parents and carers clearly appreciate the good teaching in the school and pupils are confident that their teachers will help them in their learning. One pupil stated 'They never give up on you' in explanation of why she feels she is doing well.

The behaviour and safety of pupils

are outstanding

- Pupils behave extremely well in their classes, in assembly, at break times and around the school. They enjoy their activities and want to do well. Pupils show extremely good levels of concentration and attention in lessons and respect for each other's work and effort. Lessons are rarely disrupted. They listen to each other's views and celebrate each other's successes.
- Pupils are polite, friendly and grow into mature and confident young people. They listened politely and with respect to the group of ladies from the local community who come in regularly to act out a Bible story, for example.
- Pupils say behaviour is good and bullying of any kind is rare, especially any physical, emotional or cyber-bullying. Any name-calling is to do with minor arguments or frustration and pupils say any problems are quickly sorted out by the staff. Parents and carers believe that behaviour is very good, and few had any concerns.
- Pupils say they feel very safe at school. They identify possible hazards and make an exceptional contribution to a safe, positive learning environment. They have a good understanding of the dangers of internet safety and have a good awareness of possible dangers around them.
- Pupils' attendance at school is higher than in most schools and persistent absence is rare.

The leadership and management

are good

- The headteacher's leadership is clear and purposeful. Her determination that all pupils should have the best chances of being successful has been at the heart of school improvement. Systematic checks on the quality of teaching and information on pupils' progress identify very accurately what the next steps in improvement should be. The ongoing focus on improving the quality of teaching has been successful so that teaching is now securely good, ensuring learning is consistent for all groups.
- Good levels of support for new teachers and well-chosen professional training has underpinned these improvements. Teaching assistants play an important part in pupils' learning and they too have benefited from professional training which has enabled them to take the lead on a variety of support strategies.
- The school's curriculum has a strong international focus that introduces pupils to a wide range of knowledge that builds on their interests and skills. The school has developed links with Japan, which has extended pupils' awareness of other people and their lives. They show empathy for others, feeling the importance of supporting the people of Japan after the tsunami, for example.
- Constructive relationships through the school, the development of high-quality artwork, pupil performances and many sporting opportunities also underpin pupils' good spiritual, moral,

social and cultural development.

- The partnership with parents and carers is strong. All those who added their thoughts to the Ofsted website Parent View stated that they would recommend the school to other parents and carers. One parent spoken to explained that when she was deciding on which school her child should attend she chose this school because 'Bratton Fleming is a family.'
- This recognition that the school is an extremely caring environment came through in many conversations and was clearly demonstrated during the inspection. One member of staff wrote, 'This is a school that puts pupils first.' This is a view that is held by many.

■ **The governance of the school:**

- Governors have a good understanding of the school's performance compared to other schools and of the quality of teaching through the school. The newly formed federation governing body is developing its role and has the benefits of individual expertise and governor training from both schools. Governors are kept well informed about the outcomes of staff performance management meetings and discuss how the school can be best served in terms of new appointments. They carefully monitor how strategies, such as the use of pupil premium funding that provides additional support for those pupils eligible for this money, are having an impact on raising achievement. They seek ways to utilise funding in such a way that the benefits of the Reading Recovery programme and the Every Child Counts strategy can support pupils. Child protection and safeguarding arrangements are robust and meet regulatory requirements in full. The school takes its responsibility to ensure pupils' safety very seriously. The breakfast and after-school clubs are managed well to provide a safe and happy environment.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	113137
Local authority	Devon
Inspection number	401344

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	115
Appropriate authority	The governing body
Chair	Val Worms
Executive Headteacher	Sue Denham
Date of previous school inspection	September 2009
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