

# Bridgerule Church of England Primary School

Bridgerule, Holsworthy, Devon, EX22 7EN

**Inspection dates** 30 January 2013

<b>Overall effectiveness</b>	Previous inspection:	<b>Inadequate</b>	<b>4</b>
	This inspection:	<b>Good</b>	<b>2</b>
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.

- Pupils are making good progress from their different starting points and achieve well. Rates of progress have improved markedly since the last inspection.
- Pupils' attainment is rising fast and is above average in reading and writing.
- Children make outstanding progress during their time in Reception. They rise to the high expectations set for them.
- Teaching and learning are good overall and at times outstanding. Staff are particularly skilled at supporting pupils in developing and using their basic skills in work in other subjects.
- Behaviour is outstanding, both around the school and in lessons. Pupils have excellent attitudes to learning, showing great enthusiasm but also concentration and a determination to succeed.
- The acting headteacher has provided strong leadership to bring about rapid improvements. She has introduced proven systems for checking the quality of the school's work leading to improvements in all aspects, especially teaching. The staff fully share her vision and high expectations.
- A stimulating curriculum is on offer. It provides a range of practical experiences which fire pupils' imagination and encourage them to follow their learning interests.

### It is not yet an outstanding school because

- Too few pupils attain better than expected standards for their age in mathematics by the end of Key Stage 2.
- Pupils' progress in mathematics has not been as rapid over time as it has been in English, despite continued improvement.

## Information about this inspection

- The inspector observed six lessons, all of which were joint observations with the headteacher.
- The inspector met with a group of pupils, members of the governing body and school staff, including senior and middle leaders. He held a telephone conversation with a representative of the local authority.
- The inspector took account of the 10 responses to the online questionnaire (Parent View) when carrying out the inspection and responses on nine completed questionnaire forms from members of staff.
- The inspector observed the school's work and looked at a number of documents, including: the school's data on pupils' progress; its improvement plans and self-evaluation summary; and records relating to behaviour, attendance and safeguarding.

## Inspection team

David Townsend, Lead inspector

Her Majesty's Inspector

## Full report

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

### Information about this school

- This is a much smaller than average sized primary school serving pupils from the local community. The majority of pupils are White British.
- Its acting headteacher also leads Bradford Primary School. Both schools are part of the wider Holsworthy Federation of schools.
- An above average proportion of pupils are known to be eligible for the pupil premium which is additional funding to support pupils in receipt of free school meals, children looked after by the local authority and children who have parents in the services.
- The proportion of pupils who need extra help with their learning is above average. The proportion of pupils with additional needs, or with a statement of special educational needs, is below average.
- The proportion of pupils who join or leave the school other than at the usual time is well above average.
- Childcare provision, which is not managed by the governing body, is offered on site at the school.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- None of its pupils are taught in 'alternative provision' (other schools or units).

### What does the school need to do to improve further?

- Continue to raise pupils' attainment in mathematics by:
  - developing their calculation skills and their understanding of the relationships between numbers
  - making clear how pupils will use calculation methods when working independently
  - helping pupils check with a partner how accurately they are using agreed approaches to tackling number problems and recording their working out and answers.

## Inspection judgements

### The achievement of pupils is good

- Pupils of all ages and abilities show much-improved attitudes to learning and are achieving well.
- Children enter the school with skills and knowledge that are similar to those expected for their age. They make rapid progress during the Reception Year because they are offered challenging and exciting learning activities. By the time they enter Year 1, almost all children are working above the levels expected for their age in all areas of learning.
- They continue to make securely good progress during Years 1 and 2 to reach above average levels in reading, writing and mathematics. They make especially good progress in developing their understanding of letters and sounds and gain the confidence to use this knowledge to tackle new words.
- Pupils are now achieving well in Years 3 to 6 because the headteacher has improved the quality of teaching they receive. A number of pupils join the school in Key Stage 2, some with a range of social and emotional needs and particular gaps in their learning. The school provides a successful range of activities to support these pupils and others who had also fallen behind with their basic skills as a result of weaker teaching in the past.
- The school's work over time has made notable improvements in pupils' reading and writing. Pupils reach above average standards in English, by the end of Year 6, as a result of effective, whole class and daily small group teaching and a strong focus on building up their basic skills. They write well in different styles and enjoy books, reading widely for pleasure and information.
- Attainment in mathematics by the end of Year 6 is now broadly in line with levels seen nationally. Gaps remain in some pupils' knowledge of how to calculate with numbers confidently when solving problems.
- Action has been taken to improve teaching in mathematics; for example by giving pupils more opportunities to talk through the steps they take when carrying out number calculations. These initiatives have had less time to speed up pupils' progress, including for the more able, which was not as rapid last year as it was in English.
- Disabled pupils and those who have special educational needs make good progress, as do those who join the school during Key Stage 2. Pupils eligible for the pupil premium also benefit from extra adult guidance and make good progress achieving an average point score of 27.0 in all subject areas.

### The quality of teaching is good

- Typically, teaching is good and with some outstanding practice. For example, at its best, teaching inspires pupils to work independently with great enthusiasm and to think deeply about their learning. For example, young pupils were observed planning to re-tell a familiar story in the style of a comic strip; the quality of discussion between adults and pupils enabled them to plot each stage of the tale in depth, using highly descriptive language and detailed illustrations.
- Teachers' very good subject knowledge leads to lively discussions with pupils and effective questioning to develop pupils' skills and knowledge. Clear demonstrations and excellent resources help pupils explore new ideas; for example, when a computer animation was used to help pupils check their predictions about which materials conduct electricity.
- Pupils also benefit from effective and regular teaching in small groups. Teaching assistants are well trained and successfully help less confident pupils who require additional support with their basic skills.
- Careful attention is paid to each pupil's starting point so that the activities planned for them in lessons are well matched to their learning needs. Teachers carefully check how well pupils understand their learning during lessons and skilfully adjust activities or their instructions if

pupils' progress falters.

- Strong teaching in the Early Years Foundation Stage enables children to follow their own ideas and interests. There are high expectations of what children will achieve and a vibrant atmosphere for children to learn.
- Through their marking of pupils' books, teachers give regular and useful advice to pupils on what they need to learn next.
- Some pupils, when working on their own in mathematics, lack confidence in recalling number facts, tackling number problems and in recording their answers and jottings. Teachers do not always make clear what is expected before pupils start the tasks and omit to ask pupils to check their approaches with each other.

### **The behaviour and safety of pupils** are outstanding

- Behaviour is exemplary at all times and the pupils' attitudes to learning are outstanding. There have been significant improvements in behaviour, both in lessons and around school, since the last inspection. Pupils, and those parents who expressed an opinion, were clear that the school has effective systems for promoting positive behaviour and for ensuring pupils' safety. Incidents of bullying are rare and very efficiently managed if it occurs.
- Pupils are very polite and respectful of each other and adults, including visitors. They really enjoy school and are proud to be part of its community, readily taking on responsibilities. For example, all pupils have been helped to support each other in resolving issues, while older pupils readily take a lead in organising games and events for others.
- The care and guidance for pupils is of a high quality, including for pupils who join the school partway through their primary schooling. New arrivals receive a welcome pack of advice from pupils. The school works closely with other agencies to put in place very skilled support to help pupils to overcome personal or emotional difficulties and to address their specific learning needs.
- Attendance has also improved since the last inspection and is above average. The close links established by the school with families has helped reduce absence levels and lateness. Pupils also recognise that improvements to teaching and the curriculum mean they are much more enthusiastic about their learning and willing to contribute fully to school life.

### **The leadership and management** are good

- The acting headteacher provides the school with strong and effective leadership. Since the last inspection, high expectations of pupils' behaviour have been established, as has an effective system for checking pupils' attainment and progress. Good improvements have been made to the quality of teaching.
- Leaders keep a close watch on how well English and mathematics are taught. This has enabled them to introduce new approaches that have helped raise standards. For example, they have introduced more effective small group teaching of reading skills for all pupils, strengthening grammar and spelling in Key Stage 2 and arranging additional learning support for those with weaker number skills.
- Leaders and governors have high aspirations for the school. Challenging targets are set for teachers and effective opportunities are in place for all staff to develop their skills, closely linked to the school's improvement needs. These include training for teaching assistants and collaboration for teachers with colleagues in their partner school.
- The school works hard to promote equality of opportunity for all. Discrimination is not tolerated. It makes effective use of the additional income it receives to support those pupils eligible for the pupil premium: through the targeted use of additional teaching assistants who lead nurture

group support and small group basic skills tuition for pupils facing particular barriers to their learning. Good links are promoted with parents as part of the school's commitment to knowing and responding to the needs of all pupils.

- The pupils' spiritual, moral, social and cultural development is strongly promoted through a stimulating curriculum. Good emphasis is placed on giving pupils opportunities to apply their basic skills in English and mathematics to all their learning. Teachers are using new, creative approaches to planning and lessons, which enable pupils to build up their knowledge and skills in other subjects too and which follow pupils' interests.
- The local authority has provided good support to the school in its improvement work and effective challenge for leaders and governors in reviewing progress with this. It now provides appropriate light touch support for this effective school.

■ **The governance of the school:**

- Governors have a good knowledge of the school, based on regular, focused visits, as well as effective information given to them from school leaders and the local authority. Governors use regular training to broaden their expertise. They offer the school strong levels of support and challenge, which has been a key factor in securing the school's rapid improvement. Governors closely monitor pupils' progress and work undertaken to improve teaching. They check the school's academic results carefully and noted that standards in mathematics have not improved as much as those in English. They also play an effective role in appointing staff and using performance management to inform decisions about salary progression. They check that challenging targets are set for school leaders and staff. The use of the funding allocated to support pupils in receipt of the pupil premium and those with special educational needs is checked to ensure that good value for money is secured. All arrangements for safeguarding meet statutory requirements.
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## 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

<b>Unique reference number</b>	113373
<b>Local authority</b>	Devon
<b>Inspection number</b>	399748
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary Controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	41
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Lee Rose
<b>Headteacher</b>	Jo Dymond
<b>Date of previous school inspection</b>	3–4 November 2011
<b>Telephone number</b>	01288 381366
<b>Fax number</b>	01288 381545
<b>Email address</b>	admin@bridgerule.devon.sch.uk



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