

# Bradworthy Primary Academy

Bradworthy, Holsworthy, EX22 7RT

<b>Inspection dates</b>	10–11 June 2014
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<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected
	This inspection:	<b>Good</b> <b>2</b>
Achievement of pupils	Good	2
Quality of teaching	Good	2
Behaviour and safety of pupils	Good	2
Leadership and management	Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils' attainment is above average. Children in the Reception class and pupils in Years 1 to 6 achieve well. Progress in Key Stage 2 is outstanding.
- All groups of pupils, including the most able, those in receipt of additional funding and those who are disabled or have special educational needs, make good progress over time.
- Teaching is good and sometimes outstanding, which leads to pupils' good achievement. Teachers manage their classes well and mostly set challenging work that ensures pupils make good progress.
- Teachers are particularly effective in devising activities that engage pupils' interests.
- Pupils have many memorable experiences, including those in art, music and sport, which contribute strongly to their spiritual, moral, social and cultural development.
- Pupils are happy and enjoy school. They are keen to take a full part in the wide range of opportunities the school provides for them. Pupils have very positive attitudes towards their learning and are proud of their many achievements. They behave well and say that they feel safe in school.
- The headteacher provides the school with clear vision and purpose. The good work of leaders, managers and governors has led to improvements in teaching and achievement.
- Governors have a clear understanding of the school's strengths and areas for development. They are very supportive and have successfully improved the school environment and helped the school to expand.
- Parents and carers are very appreciative of the school and recognise the good quality of care for their children. This provides the foundations for pupils' good academic achievements.

### It is not yet an outstanding school because:

- Teachers do not always use information about the achievement of pupils, especially the most able in Key Stage 1, to make sure that they set work which is hard enough for them.
- Leaders do not check the quality of teaching frequently enough or with sufficient rigour to help teachers to improve further.
- Teachers do not always check that pupils understand and apply the advice about how to improve their work.

## Information about this inspection

- Inspectors visited 15 lessons and observed eight teachers, including some small-group teaching of phonics (the sounds that letters make). Inspectors observed small groups of pupils receiving additional literacy and numeracy support from teaching assistants. The headteacher joined an inspector to observe two lessons.
- Inspectors looked at pupils' work in their books, and spoke to some pupils about their work and other aspects of school.
- Inspectors held meetings with the headteacher and other members of staff regarding pupils' progress in literacy and numeracy and the progress of disabled pupils and those with special educational needs.
- Inspectors examined a range of school documentation including records of the quality of teaching, the school's information on pupils' progress, the sports funding action plan, the school improvement plan and records of behaviour, attendance and safeguarding.
- A meeting was held with the Chair of the Governing Body and other members.
- Inspectors took account of the 34 responses to the online questionnaire, Parent View, and the 20 responses to the staff questionnaire. Three letters from parents or carers were also received and considered during the inspection.

## Inspection team

John Cavill, Lead inspector

Additional Inspector

Linda Rowley

Additional Inspector

## Full report

### Information about this school

- Bradworthy Primary Academy converted to become an academy on 1 March 2011. When its predecessor school, Bradworthy Community Primary School, was last inspected by Ofsted, its overall effectiveness was judged to be good.
- This is a smaller than average-sized primary school.
- All pupils are taught in single-year classes. Children in the Early Years Foundation Stage are taught in a Reception class.
- Almost all pupils are from White British backgrounds.
- The proportion of disabled pupils and those who have special educational needs assessed as at school action is broadly average. The proportion of those who need extra support, assessed as at school action plus, or who have a statement of special educational needs, is also broadly average.
- The proportion of pupils who are supported by additional government funding (called the pupil premium) is below average. This funding supports pupils known to be eligible for free school meals or who are looked after by the local authority.
- In 2013, the school met the government's floor standards, which set the minimum expectations for pupils' attainment and progress.
- The number of pupils on roll at the school has increased significantly, in part due to the closure of another local school.
- A privately managed pre-school is located within the school grounds but did not form part of this inspection.

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

- Increase the proportion of teaching that is outstanding, especially in Key Stage 1, in order to raise pupils' achievement, by making sure that teachers:
  - use information about how well pupils, particularly the most able, are achieving to move them on more quickly to harder work
  - check that pupils understand and have applied teachers' advice about how to improve their work.
- Strengthen the rigour and increase the frequency of the checks made by leaders on the quality of teaching in order to support teachers to improve further.

## Inspection judgements

### The achievement of pupils is good

- Children join the Reception class with levels of skill and knowledge that are typically below the levels expected for their age. However, they are improving through closer links with the local pre-school group. Children make good progress and enter Key Stage 1 with skills and abilities that are usually similar to, and often exceed, those expected for their age.
- In Key Stage 1, most groups of pupils make good progress and achieve well as a result of the good teaching they receive. However, teachers do not always plan to ensure that the most able pupils move on quickly enough to harder work. This has limited their progress to some extent and is the reason why achievement is not yet outstanding.
- Pupils in Key Stage 2 make outstanding progress. From expected starting points in Year 3, pupils' attainment by the end of Year 6 is well above average in reading, writing and mathematics. This has been a consistent feature of the school for several years and indicates that pupils are very well prepared to move into secondary education. The most able pupils, in particular, are achieving high standards in Key Stage 2.
- Pupils achieve well across the school because all groups make good progress. The school focuses on developing pupils' enjoyment of learning with exciting activities and experiences that fully include everyone. The school quickly integrates those pupils who join the school at times other than the usual, and they achieve similarly to their peers. This reflects well the way the school promotes equality of opportunity at all times and tackles any discrimination.
- Pupils supported by the additional funding achieve as well as their peers. In national tests at the end of Year 6 in 2013, there was no gap in the attainment either in English or mathematics between pupils eligible for the additional funding and other pupils. In all year groups, there is no significant difference in the rates of progress in English and mathematics between different groups of pupils.
- This is also the case for disabled pupils and those with special educational needs who make good progress. These pupils reach their potential because of the well-planned support they receive.
- The results in the most recent Year 1 check on pupils' understanding of phonics were well above the national average. This was an improvement from the average results in the previous year and followed a period of successful training for staff. Pupils' ability to read with confidence reflects this success. The school encourages pupils to read widely across a range of literature and to demonstrate a clear understanding of what they have read.
- Almost all parents and carers who completed the online survey or who contacted the inspectors agreed that their children made good progress.
- Greater numbers of pupils are taking part in the wide range of sporting opportunities available to them. The additional funding is helping support pupils to access sport both in and after school. This is leading to more pupils developing their sporting skills to a higher standard.

### The quality of teaching is good

- Teaching is good overall, and there are some aspects which are outstanding. Inspectors saw particularly effective teaching in Key Stage 2 classes. Pupils in these classes benefit from the stimulating activities. For example, following the recent Year 4 visit to the SS Great Britain, the teacher planned a mathematical problem about how much food and drink the crew would need on their voyage. Similarly, in Year 6, the teacher used a poem by Jenny Joseph to help pupils to show in their writing what it means to enjoy being old.
- Teachers foster very good relationships with their classes, and pupils are eager to learn. They respond well when answering questions which test and reinforce their learning. They also learn well when working in small groups or by themselves. Pupils told inspectors that they thoroughly enjoyed their lessons and have respect and affection for their teachers.
- Teaching is not outstanding because there are still some variations in quality between classes. This is especially the case in Key Stage 1 where teachers do not always move pupils, particularly

the most able, on to harder work quickly enough. However, discussions with pupils and a scrutiny of the work in their books show that over time teaching in Key Stage 1 has been securely good.

- There is particularly effective teaching in some subjects. Music has a very high and successful profile in the school. Key Stage 2 pupils demonstrated their achievements during the inspection with outstanding singing. Free guitar lessons are also available, encouraging all pupils to learn an instrument.
- Teaching assistants play an important role in helping pupils supported by additional funding, and also disabled pupils and those with special educational needs. The school provides extra small-group or individual support for some of these pupils, both within and outside lessons. This is helping to improve their skills in English and mathematics.
- There is a strong focus on teaching pupils to read and on reading for enjoyment. Pupils are encouraged to read regularly.
- In the Reception class, the teacher ensures that children experience a wide range of stimulating activities. These are planned well to make good use of both the inside and outside spaces. This helps pupils to develop their skills and abilities quickly.
- Pupils say that they know how well they are doing and understand what they have to do in order to achieve well. Teachers mark pupils' work regularly and give pupils feedback on how to improve their work. However, not all teachers follow up the guidance given to check if pupils have responded by improving their work. This limits some pupils' opportunities to make good use of this advice to make even better progress.
- Parents and carers are highly positive about the quality of teaching at the school. Almost all agree that their children are taught well and make good progress.

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

- Pupils' behaviour is good. In lessons, pupils demonstrate positive attitudes to their learning and are keen to participate in all subjects. They cooperate extremely well with adults and with each other. They are polite, friendly and very considerate.
- Pupils are well motivated, attend regularly, settle to work quickly and enjoy coming to school. They arrive at lessons promptly, ready to learn, organise the equipment they need quickly and quietly, and engage with their work. They are keen to take part in all activities on offer and are very proud of their school.
- Around the school, pupils are extremely well behaved. This is due to the strong focus the school places on helping pupils recognise how to behave appropriately from a young age. Pupils quickly develop good social skills through their play and learning. The atmosphere in the playground is happy and welcoming.
- The school has little need to use the behaviour policy, as incidents of poor behaviour are very few. However, behaviour is not yet outstanding because of occasional lapses in concentration in lessons by a few pupils when they fidget and waste time.
- The school's work to keep pupils safe and secure is good. Pupils are positive about what the school does to keep them safe. This is a view shared by all parents and carers who responded to the online questionnaire.
- Pupils are clear that bullying is rare, a view confirmed by school records. Pupils have a good understanding of what constitutes bullying and the different forms of bullying, including cyber bullying. They understand what they need to do if they encounter bullying, and say that teachers deal quickly with any problems that they may have.
- Pupils are proud of their school and value every opportunity it offers them. Pupils talk with enthusiasm about their involvement in the school, such as being a member of the school parliament.

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

- The key strength of the leadership and management is the way in which all members of staff and governors share the same clear vision for the school. This helps them to operate as an effective team. The headteacher leads with passion and commitment to ensure the school provides an effective education which develops all pupils into high-achieving young citizens. Staff, pupils and parents and carers all acknowledge the positive climate for learning.
- The headteacher and middle leaders, who are in charge of subject areas, use information from the scrutiny of pupils' work and information on pupils' progress, together with lesson observations, to check on teachers' targets and performance. However, these checks are not frequent enough and observations of teaching are not always rigorous enough. This limits teachers' opportunities to make improvements to their practice. However, leaders link teachers' salary progression to improvements in pupils' achievement.
- The school recognises that not enough teaching is outstanding to ensure that pupils' achievement is consistently strong over time. The school evaluates its own performance well and plans for the future involve suitable actions to tackle identified weaknesses.
- Leaders check pupils' progress regularly with teachers to ensure any underperformance is identified quickly. Leaders make good use of this information and take appropriate action to ensure pupils receive the support that they need in order to make good progress. The school makes sure that the support for those pupils eligible for additional funding is effective and is raising their achievement.
- Pupils' learning experiences across subjects are varied and memorable, and ensure pupils are excited to learn. The school provides a wide range of enrichment activities, including residential visits to places such as London and Snowdonia for all Key Stage 2 pupils. These complement the work done in school and contribute very well to pupils' spiritual, moral, social and cultural development.
- The school is making good use of the additional funding for sports by increasing the range of sporting experiences available to pupils. This includes gymnastics for all pupils, and golf. This has resulted in increased participation, and is extending pupils' skills in sport and promoting healthier lifestyles for all. Staff are developing their skills alongside the visiting sports specialists so that they can sustain these activities in the future.
- Parents and carers are highly supportive of the school and recognise how well it is led and managed.
- The school promotes equality of opportunity well. Safeguarding arrangements meet statutory requirements.
- **The governance of the school:**
- Governors are very supportive of the school and have ensured that it has continued to be successful following conversion to an academy. They have a good understanding of the school's strengths and areas where it can improve. Governors visit the school regularly and meet staff and pupils to check on how well pupils are being taught. They know about the quality of teaching and the close link between teachers' targets for improvement and subsequent increases in pay. Governors are aware that the checks on the quality of teaching are not as rigorous as they might be, and are challenging the headteacher to improve this. Governors know how well the school performs when compared with other schools nationally. They recognise the value of training to hold the school to good account. Many governors have professional expertise that they bring to their role and use well to support the school's needs. Consequently, governors exercise good oversight of areas such as finance. Governors challenge the school by checking on the use of additional funding, including that for sports, and its impact on improving pupils' outcomes.

## 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>	136492
<b>Local authority</b>	Devon
<b>Inspection number</b>	439619

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

<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	177
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Barry Radford
<b>Executive headteacher</b>	Richard Stephenson
<b>Date of previous school inspection</b>	Not previously inspected
<b>Telephone number</b>	01409 241365
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