

# Inspection of Bridestowe Primary School

Bridestowe, Okehampton, Devon EX20 4EL

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Inspection dates: 26 and 27 April 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

## **What is it like to attend this school?**

Pupils are proud to belong to this school. They appreciate the strong relationships they have with adults who take the time to understand their needs. Staff consider how pupils can experience success. Many pupils say that the school feels like part of their family. Pupils, including children in Reception, get on well together. They struggle to remember a time when bullying happened. Pupils feel certain that adults would help them if it did.

Leaders have high expectations for pupils, including those with special educational needs and/or disabilities (SEND). Pupils know what is expected of them and rise to the challenge. Leaders carefully consider how pupils can expand their understanding of the world beyond their local community. Pupils enjoy the wide range of clubs and trips on offer, including the residential visit to Bristol.

Parents and carers appreciate the support that leaders have provided throughout the COVID-19 pandemic. They feel that leaders are approachable and 'go the extra mile'. One parent said, 'The school encourages my child to thrive and grow through knowing their needs well.'

## **What does the school do well and what does it need to do better?**

Leaders have designed an ambitious curriculum that excites and engages pupils. Learning is sequenced well to enable pupils to build their knowledge over time. Pupils learn well in mathematics because they understand how their learning links with what they already know. Leaders have considered what they want pupils to learn and when they need to learn it. Teachers have secure subject knowledge. This enables them to plan interesting ways for pupils to learn. Teachers check regularly on how pupils progress through the planned curriculum. However, assessment in some foundation subjects is not effective in enabling teachers to understand what pupils know and remember. This means that teachers are not able to adapt the curriculum to close any gaps in pupils' knowledge.

Children in Reception settle quickly into routines because staff have clear expectations. This gives children firm foundations for further learning and prepares them well for Year 1. Teachers plan activities to develop children's language and communication skills well. Children feel comfortable to talk about their feelings and emotions.

Leaders have recently introduced a new phonics programme. They have delivered training to enable staff to teach phonics well. As a result, pupils learn to read through well-organised and accurate teaching. Pupils read books that are matched to their ability. This builds their confidence and supports them to become fluent readers. Teachers encourage older pupils to read books from a range of authors. Pupils say that they enjoy listening to their teacher reading to them each day. Teachers quickly identify pupils who need extra help to catch up. Leaders have

delivered workshops to help parents understand the school's approach to teaching reading.

Teachers ensure that pupils with SEND can access the full curriculum. They identify pupils' needs as early as possible. Teachers adapt learning to ensure that all pupils can succeed. Parents appreciate the personalised support that their children receive.

The majority of pupils behave well and show respect for others. They demonstrate positive attitudes to their learning and start work quickly. Pupils who are new to the school describe it as a friendly and welcoming place. Leaders ensure that there is extra support, such as play therapy, for pupils who need help to manage their emotions.

Pupils have a variety of opportunities to participate in school life and the local community. They were proud to have their artwork displayed at the 2021 G7 Summit. Pupils learn how to keep healthy, both mentally and physically. They compete in local sports competitions. Pupils know about different types of relationships and understand that healthy relationships rely on trust.

The trust and members of the local stakeholder board know the school well. They ask the right questions to find out how leaders check the quality of education. The local stakeholder board regularly gathers the views of pupils, parents and staff, and discusses the outcomes with leaders. Most parents would recommend the school. They feel that leaders listen to them and communicate well.

Staff are proud to work at the school. They feel appreciated by leaders. However, some staff feel that, although leaders consider their well-being, their workload is high.

## **Safeguarding**

The arrangements for safeguarding are effective.

Pupils feel safe. There are many trusted adults to whom they can speak with any concerns. Staff understand the school's safeguarding procedures. Leaders plan training that enables staff to identify pupils who may be at risk. The school has suitable policies in place to raise awareness among staff and parents about the dangers of sexual harassment, online sexual abuse and sexual violence. Leaders ensure that families receive the support they need from professionals.

Leaders make the appropriate checks on adults who work at the school. Governors fulfil their duties in relation to safeguarding.

Leaders know about local risks to pupils, such as farmland safety.

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

### (Information for the school and appropriate authority)

- Assessment in some foundation subjects is not effective in enabling teachers to understand what pupils know and remember. As a result, teachers are unable to adapt teaching to close any gaps in pupils' learning. Leaders need to ensure that assessment procedures in foundation subjects are effective.
- Some staff feel that their workload is high. As a result, they feel that they may not be able to provide the best learning for pupils. Leaders need to consider carefully the policies and procedures in the school and the impact these have on staff workload.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	145331
<b>Local authority</b>	Devon
<b>Inspection number</b>	10227687
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	74
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Tania Skeaping
<b>Principal</b>	Adam Hill
<b>Website</b>	<a href="http://www.bridestowe-primary.devon.sch.uk">www.bridestowe-primary.devon.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Bridestowe Primary School joined Dartmoor Multi Academy Trust in February 2018.
- The principal joined the school in 2019.
- The school does not make use of any alternative provision.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders, and have taken that into account in their evaluation of the school.
- Inspectors met with the principal, the executive principal, the special educational needs coordinator, members of staff, parents, and representatives from the trust and local stakeholder board.
- Inspectors carried out deep dives in early reading, mathematics and geography. For each deep dive, inspectors met with subject leaders, visited a sample of

lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. An inspector spoke to leaders about the curriculum in some other subjects.

- Inspectors checked the procedures for keeping pupils safe, including scrutinising the single central record.
- An inspector checked all survey responses, including seven from staff, 37 from pupils and 31 from parents. This included considering the 17 responses to Ofsted's Parent View free-text service.
- Inspectors met with pupils and staff to gather their views and find out what it is like to be part of the school.
- An inspector met with parents at the school gates on the first day of the inspection.
- Inspectors looked at the school's plans for improvement, minutes of committee meetings, monitoring documents and reports from the trust.

### **Inspection team**

Jane Dennis, lead inspector

Her Majesty's Inspector

Matthew Shirley

Ofsted Inspector

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Piccadilly Gate  
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