

# Inspection of a good school: Bratton Primary School

Carpenter's Lane, Bratton, Carpenters Lane, Westbury, Wiltshire BA13 4RL

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Inspection dates:

9 and 10 November 2022

## **Outcome**

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. Inspectors are recommending the next inspection to be a graded inspection.

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

Most pupils enjoy coming to school and feel safe. They are welcoming and friendly. Pupils are proud to take on roles of responsibility, such as librarians. Pupils like the rewards they receive, for example marbles in the jar to encourage collective responsibility. This promotes a sense of community and pride.

Leaders and staff have designed an ambitious curriculum. However, the curriculum is not fully implemented. Pupils do not gain the knowledge they need in all subjects. Therefore, they do not achieve as well as they could.

Leaders place a high priority on pupils' personal development. Adults know each pupil well. They are quick to spot any changes in their well-being and take rapid action. Pupils are safe and well looked after.

Pupils know how the school's values help guide them to make the right choices. For example, they learn to 'respect' differences and show 'empathy' towards others. Pupils behave sensibly in lessons and around the school. Bullying is uncommon. Staff sort out any issues quickly.

Adults love working at Bratton. They appreciate the training leaders provide to develop their knowledge and skills. Leaders are conscious of teacher workload and consider ways to help them manage this.

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

The recently appointed headteacher is providing clarity and direction. She has quickly identified the weaknesses. She has rapidly gained the trust and respect of staff, pupils,

governors and parents. Together with leaders, she is working with determination to bring about positive change. However, it is too soon to see the impact.

Leaders' work to develop the curriculum is proving successful. Leaders now have in place an ambitious curriculum from Reception to Year 6. However, leaders' curriculum thinking is not being applied consistently by all staff. New approaches have not had time to embed fully. As a result, pupils' learning is hindered and so they do not gain the knowledge they need.

Until recently, the teaching of phonics has not been effective. Many pupils, particularly older pupils, have gaps in their knowledge. There is now a systematic approach to the teaching of reading. Phonics is taught effectively. Children start phonics as soon as they start in Reception. Staff match pupils' books to the sounds they know. This helps pupils to read accurately and fluently. Recent work to improve the reading environment and culture of reading is evident. Classrooms and the library are now full of interesting books for pupils to enjoy. Story time is an important part of the day.

Leaders are aware that writing is a priority. Pupils do not demonstrate the knowledge they have learned in their written work. Teachers do not have high enough expectations for pupils' written work. Pupils' work is often poorly presented, which leads to errors being made. Leaders have plans in place to improve writing across the curriculum to ensure pupils can articulate their learning in their recorded work.

In some subjects, teachers use assessment well to identify gaps in pupils' learning. They revisit prior learning to help the most important knowledge stick in pupils' memory. For example, in mathematics pupils are able to use their knowledge of number to solve problems well. However, because the curriculum is not fully implemented, assessment in some subjects is not yet secure. This means that teachers do not know how well pupils remember the content they have been taught.

Pupils with special educational needs and/or disabilities (SEND) get the help they need. Leaders support staff to adapt learning to meet the needs of pupils. Those with SEND learn the same subjects and content as their peers. However, there remain gaps in their knowledge.

Staff provide high-quality pastoral care. Pupils value the chance to discuss any worries or concerns. Pupils understand the importance of behaving well. They follow the rules and routines. As a result, behaviour in lessons and throughout school is typically calm.

Leaders provide a range of experiences beyond the academic curriculum. Pupils enjoy a wide range of range of clubs, including sports, dance and music.

School leaders and subject leaders work closely with staff. They provide training and guidance to ensure staff have the necessary knowledge and expertise to support pupils' learning. Governors know what is working well and what needs to improve. They hold leaders to account for the quality of education.

Most parents would recommend the school to others. They comment that their children are safe, well looked after and enjoy school. They have confidence in the new leadership to bring about change. However, a number of parents expressed concern about the high turnover of staff and the impact this has had on their child.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders create a strong safeguarding culture. They ensure that keeping pupils safe is everyone's responsibility. Staff know what to do if they think a pupil is at risk. Leaders make timely and well-informed decisions. They work closely with other agencies and are not afraid to challenge decisions that have been made to ensure pupils are safe. Governors regularly check the effectiveness of the school's work, including safer recruitment procedures.

Pupils learn how to keep themselves safe. Pupils know that adults will listen to them if they have any concerns and will help.

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

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

- The curriculum has not been fully implemented across the school. As a result, pupils do not gain the knowledge they need to achieve well across the curriculum. Leaders need to complete the process of implementing the planned curriculum effectively in all subjects.
- Writing is not well developed. As a result, pupils do not demonstrate what they have learned in their written work. Leaders should ensure that pupils develop their writing across all areas of the curriculum.
- Teachers do not have high enough expectations for pupils' presentation of work. This means that some pupils make errors and work is poorly presented. Leaders should ensure that teachers consistently have high expectations for how pupils present their work in all subjects.
- Some parents expressed concerns about the number of staffing changes and the impact this has had on their child's education. Some parents do not think their child is achieving as well as they should. Leaders need to build on the work that has already started to strengthen links with parents so that any concerns raised are dealt with quickly.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence

that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in November 2012.

## **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.

## **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>	126178
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10240745
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Nick Wood
<b>Headteacher</b>	Emma Williams
<b>Website</b>	<a href="http://www.bratton.wilts.sch.uk">www.bratton.wilts.sch.uk</a>
<b>Date of previous inspection</b>	9 May 2017, under section 8 of the Education Act 2005

## Information about this school

- The headteacher and deputy headteacher started at Bratton in September 2022.
- There has been a significant turnover in staff since the inspection of May 2017.

## Information about this inspection

The inspectors carried out this ungraded inspection under section 8 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in her evaluation of the school.
- The inspector met with the headteacher, deputy headteacher, other school staff, four members of the governing body and the school achievement adviser from Wiltshire local authority.
- The inspector carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspector discussed the curriculum 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.

- The inspector listened to pupils in Years 1, 2 and 3 read to an adult. Story time was visited in Year 1 and the joint Year 5/6 class.
- The inspector reviewed the school's safeguarding documentation, including the safeguarding checks carried out on staff working at the school. She considered how well the designated safeguarding leader acts on concerns about pupils' welfare and safety. The inspector talked to pupils, staff and governors about how the school keeps everyone safe.
- The inspector held telephone conversations with representatives from two alternative providers.
- The inspector considered key documentation, including school self-evaluation and school improvement plans.
- The inspector observed pupils' behaviour in lessons and around the school site. The inspector met with the head of school to discuss how they respond to behaviour incidents and pupils' attendance.
- The inspector considered the responses to the online survey for parents, Ofsted Parent View, including free-text replies. She also took into consideration the responses to the survey for staff and pupils.

### **Inspection team**

Jen Southall, lead inspector

His Majesty's Inspector

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