

Inspection of Bratton Primary School

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

Inspection dates: 31 January to 1 February 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils are happy and safe. The school supports them to 'learn, have fun and thrive.' Pupils feel listened to. They are comfortable sharing any worries with adults. Many parents compliment the school on the education and care it provides.

The school is ambitious for what pupils should achieve. Pupils rise to meet these expectations. Most pupils behave well and have positive attitudes to learning. They like earning 'marbles' to contribute to their class's shared success. Pupils usually listen politely to each other and follow routines well. Older pupils help at lunchtime and act as 'buddies' for younger children. This develops their sense of responsibility and care.

Pupils learn how to make a positive contribution to the wider community. For example, members of the 'eco-club' take part in a village litter-pick. This develops their understanding of civic duty. Pupils raise money for charities and support campaigns, such as anti-bullying. They learn about the importance of being a good citizen.

Pupils benefit from a wide range of extra-curricular activities. For example, some pupils write for the 'Bratton Bugle' school newspaper. Others develop their leaderships skills as sports ambassadors or school councillors. There are opportunities for all to sing in the choir, learn how to garden and join the craft club.

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

Pupils follow an ambitious curriculum. The school has planned the order of the curriculum carefully, starting in the Reception Year and leading to Year 6. In each subject, it has identified the most important knowledge and skills pupils should learn. For example, the school has set out the vocabulary that pupils in the Reception Year should know to prepare them for key stage 1.

Pupils gain a firm foundation in reading. An effective early reading curriculum means that pupils successfully learn the phonic sounds they need to read accurately. Pupils who need extra help receive it quickly. Pupils go on to develop their reading fluency and enjoyment of literature. Older pupils recommend books to each other, while pupils in the Reception Year get to know familiar stories well.

In most subjects, pupils build their learning on what they already know and can do. Therefore, pupils gain a depth of understanding in each subject. For example, pupils develop their artistic skills and knowledge progressively. Teachers typically use assessment effectively to check pupils' understanding and remedy any misconceptions. In mathematics, for example, the curriculum has been modified to strengthen pupils' ability to solve mathematical problems. However, in some subjects, the curriculum is new, so teachers' use of assessment is less secure.

Pupils with special educational needs and/or disabilities (SEND) develop their knowledge and independence well. The school identifies their needs accurately and reviews the impact of the support it provides.

The school has a calm and positive atmosphere. Pupils and staff treat each other with respect. Pupils understand the school's core values of 'respect, kindness, honesty and safety.' Most pupils live up to these values. If they fall short, the school is quick to challenge their behaviour. Pupils recognise this and have confidence in adults to deal with any issues quickly and effectively.

Pupils follow a valuable personal, social and health education curriculum. In the Reception Year, there is a strong focus on developing pupils' language and communication skills. This helps pupils to learn how to co-operate and discuss ideas. Pupils, of all ages, gain an age-appropriate understanding of healthy relationships. They learn how to keep themselves safe, including when online.

The school is ambitious for pupils' personal development. It celebrates pupils' individual strengths and differences in 'sparkle and shine' assemblies, for example. It helps pupils from military families to come together to share their common experiences. Pupils learn about different faiths and protected characteristics in law, such as race and disability. This helps pupils to appreciate the value of diversity.

Governors fulfil their role well. Their intelligent work to support and challenge leaders enhances the effectiveness of the school. They ensure that resources are well managed and, together with leaders, that staff professional development and wellbeing are a priority.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the curriculum is in its infancy. Consequently, pupils do not develop sufficient depth in their knowledge and skills. The school should ensure that new subject curriculums are implemented and assessed effectively so that pupils build knowledge and skills cumulatively in every subject.

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.

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

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	126178
Local authority	Wiltshire
Inspection number	10297943
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	153
Appropriate authority	The governing body
Chair of governing body	Nick Wood
Headteacher	Emma Williams
Website	www.bratton.wilts.sch.uk
Dates of previous inspection	9 and 10 November 2022, under section 8 of the Education Act 2005

Information about this school

- The school uses one unregistered alternative provider.

Information about this inspection

- The inspectors carried out this graded inspection under section 5 of the Education Act 2005.
- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the second inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and art and design. For each deep dive, inspectors 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.
- Inspectors spoke with senior staff about the curriculum and the provision in place for pupils with SEND.

- Inspectors met with members of the governing body.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

James Oldham, lead inspector

His Majesty's Inspector

Lizzy Meadows

Ofsted Inspector

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