



Bradworthy Community Primary School

Inspection Report

Unique Reference Number 113136
LEA Devon
Inspection number 279101
Inspection dates 12 June 2006 to 12 June 2006
Reporting inspector Lorna Brackstone AI

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

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|------------------------------------|--------------------|---------------------------|-----------------|
| Type of school | Primary | School address | Bradworthy |
| School category | Community | | Holsworthy |
| Age range of pupils | 4 to 11 | | Devon EX22 7RT |
| Gender of pupils | Mixed | Telephone number | 01409 241365 |
| Number on roll | 126 | Fax number | 01409 241365 |
| Appropriate authority | The governing body | Chair of governors | |
| Date of previous inspection | 1 November 1999 | Headteacher | Mr R Stephenson |

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Bradworthy is a small school that serves a rural community near Holsworthy in North Devon. All pupils are of White British origin. The number of pupils who are eligible for free school meals is low but this does not fully reflect the pockets of rural poverty within the surrounding area. The proportion of pupils who have learning difficulties is below the national average but there is a higher than average proportion of pupils who have statements of special educational need. When children start in Reception, their attainment is average overall, although abilities are wide-ranging.

Key for inspection grades

| | |
|---------|--------------|
| Grade 1 | Outstanding |
| Grade 2 | Good |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate |

Overall effectiveness of the school

Grade: 3

The overall effectiveness of the school is satisfactory, with some good features. It provides satisfactory value for money. This is in keeping with the school's own judgement. The school has undergone significant changes recently in staffing and in governors but the newly appointed teachers are developing soundly and teaching is satisfactory. 'An enthusiastic approach by staff really encourages the children,' said one parent. Key facts are explained well but pupils do not have enough opportunities to learn independently and solve problems. Good practice, such as some outstanding marking of pupils' work, is not shared through the school. This is because full-time teaching commitments do not allow the headteacher and his senior teacher enough time to monitor the school's performance regularly. Leadership and management are satisfactory but, whilst governors are supportive of the school, they are not fully carrying out their roles and have not ensured that the headteacher has adequate time to lead and manage the school.

Children start school with levels of attainment that are as expected for this age group. Pupils currently attain broadly average standards and achievement is satisfactory. Personal development is good and behaviour is outstanding. Pupils like school and this is reflected in their good attendance levels.

The outstanding provision for activities out of the classroom brings learning experiences alive. It motivates the pupils' interest in a range of different skills, such as drama and music, and the sporting opportunities available promote healthy lifestyles. Literacy and numeracy are not used sufficiently to promote learning in other subjects.

Pupils are well cared for and teachers ensure that their personal needs are met. Academic guidance and support are sometimes good but vary too widely between classes. Individual progress is tracked but the information collected is not used consistently to set targets to help move pupils on further in their learning.

On the evidence of improvement since the last inspection, the school has a good capacity to improve. This is particularly noticeable in the development of the Foundation Stage curriculum. As a result, the quality and standards of the Foundation Stage are now satisfactory.

What the school should do to improve further

- Develop the role of the governors and ensure that senior staff are given adequate time to carry out their leadership and management responsibilities.
- Encourage pupils to work on their own, problem solve and use their literacy and numeracy skills to support other subjects.
- Make sure that teachers' marking helps the pupils to improve their work and set targets consistently across the school.

Achievement and standards

Grade: 3

Achievement and standards are satisfactory. Attainment on entry into the Reception Year is as expected at this age. Children make good progress in developing their social and physical skills but literacy and numeracy are less well developed. They start Year 1 with expected levels of attainment. By the end of Year 2, pupils attain average standards in reading, writing and mathematics.

In the 2005 national tests in Year 6, standards were significantly above the national average in English, above average in mathematics and average in science. In relation to the pupils' starting points in Year 3, overall achievement was good. Current standards at the end of Key Stage 2 are average and progress is satisfactory. Achievement in the current Years 1 to 6 is satisfactory.

Most pupils achieve the targets set for them but the more capable are not sufficiently challenged. Achievement by pupils with learning difficulties is satisfactory.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are good. Pupils gain an understanding of feelings and emotions through interesting assemblies and personal development sessions. The pupils understand clearly what is acceptable behaviour and how to treat each other. They respond well to opportunities to take responsibility, such as helping teachers and being involved in the school council. Pupils gain some understanding of cultural diversity through visits to cities such as Bristol and London.

Attendance is good and pupils say they particularly enjoy coming to school because they like the out-of-school activities. Attitudes are good and pupils concentrate well when they are working. Behaviour is outstanding. In lessons, the pupils follow their teachers' instructions precisely. Outside lessons, they are sensible and respectful towards each other. They treat adults, including visitors, with great courtesy. As one parent remarked, 'It's lovely to have the doors held open by the pupils.'

Pupils adopt safe practices and feel at ease in school because they are well supervised in a pleasant, stimulating environment. They report that bullying is rare, and feel confident that teachers or assistants resolve any occurrences.

The pupils' understanding of the importance of a healthy lifestyle is outstanding. They have a comprehensive knowledge of the types of food that are good for them and recognise that the lunches provided in school are of high nutritional quality. They achieve good standards in sporting activities and this ensures that they keep fit.

Pupils participate well in village life by producing a newspaper that is distributed in the village and they perform their annual school play to the wider community. Overall, pupils build up appropriate basic skills and the necessary attributes that will help them in later life.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory with some good features. Teachers build very good relationships within their classes and pupils respond by working hard. In most lessons, processes and facts are clearly and patiently explained, and pupils find this helpful. There is good support for pupils with learning difficulties and this means that they make the same progress as their peers. The classrooms are rich and stimulating places of learning.

In some lessons, work is too easy. In other sessions, pupils are given work that they do not really understand. At times, activities are over-directed by the teacher, which means that the pupils have insufficient opportunities to develop independent learning habits, creativity and problem-solving.

The assessment of pupils' work is satisfactory but the lack of a whole-school approach results in inconsistencies. Some marking develops an excellent dialogue with pupils where they respond to written comments with further work that extends their learning. However, in other cases, the marking does little to tell the pupils how to improve.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. The needs of the Reception children are satisfactorily met through a nationally recommended programme of study. The outdoor area is used well to develop the children's social and physical skills but an over reliance on worksheets stifles the development of their literacy and numeracy skills.

The requirements of the National Curriculum are satisfactorily met for Years 1 to 6. However, the opportunities to apply the pupils' basic skills of literacy and numeracy are not sufficiently well developed across the curriculum. This is because there are not enough links made between subjects to make the pupils' learning more meaningful. The school is also aware that more emphasis needs to be given to the pupils' creative skills. Provision for personal, social and health education is good and contributes well to pupils' personal development.

An outstanding aspect of the curriculum is the very wide range of activities organised out of the classroom, which contribute to pupils' enjoyment of school. These include involvement in drama productions, learning to play musical instruments and 'great out-of-door activities for all ages' which extend their learning. High quality sporting activities provides good opportunities to keep the pupils healthy.

Care, guidance and support

Grade: 3

The quality of care, guidance and support for pupils is satisfactory, making a positive contribution to their well-being and enjoyment of school. Child protection, health and safety and first aid procedures are securely in place and pupils are well cared for.

Staff know pupils well and care about their well-being. Some of the individual education plans for pupils with learning difficulties are very generalised and so progress is not easily measurable but individuals are well supported by teaching assistants. Good liaison with external agencies ensures that appropriate specialist support is available, when needed.

Procedures to support and guide the pupils in their academic work are not consistent. In one class, pupils have a good understanding of what they need to do to improve because they have personal target cards, but other pupils are not so well supported.

Parents are very appreciative of the support and guidance they receive. They feel that the school is a 'good communicator' and they enjoy the 'friendly, welcoming attitude of the staff towards the parents'.

Leadership and management

Grade: 3

The school's satisfactory leadership and management are characterised by shared values, a sharp focus on personal development and the involvement of all pupils in the life of the school. These are communicated well to the whole school community by the headteacher and his dedicated staff. The school improvement plan has appropriately identified areas requiring attention and is a good basis for further development. The school consults parents and pupils and uses the information it receives to plan improvements. Given the commitment of staff and parents and the good involvement of the pupils, there is a good capacity for the school to improve.

On an informal basis, the headteacher and senior teacher work closely together, taking charge of all major subject areas and responsibilities. However, their full-time teaching commitments do not allow sufficient time for formal and consistent monitoring of teaching and learning. Consequently, their approach to self-review and self-evaluation is inconsistent and does not always provide them with an accurate picture of how well the school is performing.

Governors have been innovative in taking responsibility for school meals, thus enabling the pupils to benefit from fresh food purchased from local businesses and cooked on the premises. However, they have failed to ensure that the headteacher has sufficient time to carry out his responsibilities. Many of the governors are very new to the role and have yet to adopt a strategic part in planning and monitoring the school's performance.

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Inspection judgements

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| <i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i> | School Overall | 16-19 |
|--|-----------------------|--------------|

Overall effectiveness

| | | |
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| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 3 | NA |
| How well does the school work in partnership with others to promote learners' well-being? | 3 | NA |
| The quality and standards in foundation stage | 3 | NA |
| The effectiveness of the school's self-evaluation | 3 | NA |
| The capacity to make any necessary improvements | Yes | NA |
| Effective steps have been taken to promote improvement since the last inspection | Yes | NA |

Achievement and standards

| | | |
|--|---|----|
| How well do learners achieve? | 3 | NA |
| The standards ¹ reached by learners | 3 | NA |
| How well learners make progress, taking account of any significant variations between groups of learners | 3 | NA |
| How well learners with learning difficulties and disabilities make progress | 3 | NA |

Personal development and well-being

| | | |
|---|---|----|
| How good is the overall personal development and well-being of the learners? | 2 | NA |
| The extent of learners' spiritual, moral, social and cultural development | 2 | NA |
| The behaviour of learners | 1 | NA |
| The attendance of learners | 2 | NA |
| How well learners enjoy their education | 2 | NA |
| The extent to which learners adopt safe practices | 2 | NA |
| The extent to which learners adopt healthy lifestyles | 1 | NA |
| The extent to which learners make a positive contribution to the community | 2 | NA |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 3 | NA |

The quality of provision

| | | |
|---|---|----|
| How effective are teaching and learning in meeting the full range of the learners' needs? | 3 | NA |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 3 | NA |
| How well are learners cared for, guided and supported? | 3 | NA |

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

| | | |
|--|-----|----|
| How effective are leadership and management in raising achievement and supporting all learners? | 3 | NA |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 3 | NA |
| How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review | 3 | NA |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 3 | NA |
| How effectively and efficiently resources are deployed to achieve value for money | 3 | NA |
| The extent to which governors and other supervisory boards discharge their responsibilities | 3 | NA |
| The adequacy and suitability of staff to ensure that learners are protected | Yes | NA |

| | |
|---|-----|
| The extent to which schools enable learners to be healthy | |
| Learners are encouraged and enabled to eat and drink healthily | Yes |
| Learners are encouraged and enabled to take regular exercise | Yes |
| Learners are discouraged from smoking and substance abuse | Yes |
| Learners are educated about sexual health | Yes |
| The extent to which providers ensure that learners stay safe | |
| Procedures for safeguarding learners meet current government requirements | Yes |
| Risk assessment procedures and related staff training are in place | Yes |
| Action is taken to reduce anti-social behaviour, such as bullying and racism | Yes |
| Learners are taught about key risks and how to deal with them | Yes |
| The extent to which learners make a positive contribution | |
| Learners are helped to develop stable, positive relationships | Yes |
| Learners, individually and collectively, participate in making decisions that affect them | Yes |
| Learners are encouraged to initiate, participate in and manage activities in school and the wider community | Yes |
| The extent to which schools enable learners to achieve economic well-being | |
| There is provision to promote learners' basic skills | Yes |
| Learners have opportunities to develop enterprise skills and work in teams | Yes |
| Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form | NA |
| Education for all learners aged 14–19 provides an understanding of employment and the economy | NA |

Text from letter to pupils explaining the findings of the inspection

Thank you for the part you played in the inspection of your school. We very much enjoyed meeting you and getting to know your school.

What your school does well:

Your behaviour is outstanding. You are all very polite and courteous in lessons and around school.

Your teachers organise an outstanding range of activities such as school trips, sporting opportunities, drama and musical events.

You all understand the importance of keeping fit and healthy.

What we have asked the school to do to make it better:

Make sure the grown-ups who are in charge of your school fully understand what they need to do and ensure that everybody has adequate time to do their job properly.

You need to have more opportunities to make the best use of your abilities by working on your own, solving problems and using your literacy and numeracy skills more to help you learn in other subjects.

Make sure that your teachers keep an eye on your progress and that you are given regular help on how you can improve your work.

Thank you again for helping us find out more about your school and best wishes for the future.