

# Bradford Primary School

## Inspection report

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<b>Unique Reference Number</b>	113135
<b>Local Authority</b>	Devon
<b>Inspection number</b>	289520
<b>Inspection date</b>	14 June 2007
<b>Reporting inspector</b>	Peter Clifton

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	82
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jo Brooks
<b>Headteacher</b>	Matthew Barnes
<b>Date of previous school inspection</b>	4 February 2002
<b>School address</b>	Bradford Holsworthy EX22 7AB
<b>Telephone number</b>	01409 281432
<b>Fax number</b>	01409 281432

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<b>Age group</b>	4–11
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is a smaller than average school with four classes. Situated in a small village, most pupils attend from Bradford and neighbouring villages or travel from the nearby town of Holsworthy. Pupils come into the school with a wide range of skills and abilities, which vary from year to year but, taken collectively, are broadly at the level expected. Nearly all pupils are White British. The proportion of pupils with learning difficulties and disabilities is above average. There has been a high turnover of staff which is now stable.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Bradford Primary is a satisfactory school with some good features. The pupils are a credit to the school because of their very positive behaviour and attitudes. They like to take on responsibility and take pride in looking after each other. Their personal development and well-being are good and result from the good pastoral support and caring staff who look after them well. Teachers' enthusiasm rubs off on the pupils. They make lessons and learning fun. Consequently, the pupils really enjoy coming to school and their attendance is above average. Parents support the school well and recognise its strengths. Many comment on how happy their children are at school and one rightly says that 'teachers' enthusiasm and energy are passed on to the children'. The pupils say that 'everybody makes people welcome and comfortable'. Pupils' spiritual, moral, social and cultural development is good.

Standards are average and pupils' achievement is satisfactory. Pupils make satisfactory progress as a result of satisfactory teaching. Children come into school with widely varying skills and abilities from year to year. They make satisfactory progress in the Foundation Stage because of satisfactory provision to reach broadly average standards by the time they enter Year 1. Progress in Years 1 and 2 is satisfactory and standards are average. In writing, standards in 2006 were too low with no pupils reaching the higher levels. Leaders have worked successfully to improve this area and currently standards in writing are much improved. In Year 6, standards are broadly average and pupils make satisfactory gains from their starting points. Standards in English are improving but science results lag behind. Across the school there are too few pupils working at the higher levels. This is because teachers are not using assessment information consistently well enough and as a result, work given to pupils does not always provide sufficient challenge.

The overall quality of care, guidance and support is satisfactory. Leaders have identified some weaknesses in academic guidance. Pupils have targets to help them improve but are not involved sufficiently well in identifying these for themselves and they are not referred to regularly enough in lessons. Consequently, pupils' knowledge about what they need to do to improve is insufficiently developed. Leadership and management and the capacity for further improvement are satisfactory. The headteacher has provided a strong lead in developing the skills of staff and this is strengthening teaching. Evaluation of overall strengths and weaknesses is secure although largely done by the headteacher. Although he has begun to develop the subject leadership skills of staff there is more work to be done here. The curriculum is satisfactory and there are plans in place for further development and innovation. The school's evaluation rightly identifies the need to improve how it 'builds on the attainment and experiences of learners'. In mathematics, opportunities for pupils to develop problem solving are improving well, but scientific investigation skills are not systematically developed.

### What the school should do to improve further

- Sharpen the use of assessment information in teaching so that the challenge to all pupils is more consistent.
- Improve the use of targets and pupils' involvement in how these are identified, so that pupils are clear about what they need to do to improve.
- Develop the role of subject leaders to improve their monitoring and evaluation of subject development and raise the attainment of pupils.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Pupils make satisfactory progress to reach average standards. In some years there are unusually high numbers of pupils with learning difficulties and disabilities. They make similar progress to other pupils in the school. However, those with behavioural difficulties achieve well because they are well supported and settled in class. Children make satisfactory progress through Reception. By the start of Year 1, the majority of children have achieved the goals expected for this age group and a few have exceeded them. They quickly settle and make good progress in developing personal and social skills.

In 2006, overall results from the national tests were below average with standards in writing being unusually low. Standards in reading were close to the above average mark but in mathematics they were below average. Current results show standards to be average with a marked improvement in writing.

Year 6 test results have been broadly average for the past three years. In 2006, standards in English and science were below average. However, in mathematics, standards in 2005 were above average and in 2006 close to the above average mark. Current standards in English are better and pupils make good gains in writing in Years 5 and 6 because the teaching here is good. In science, work to improve pupils' investigative skills is not developed enough and is the main reason for lower standards in this subject. Pupils have well developed information and communication technology (ICT) skills and use computers confidently.

## **Personal development and well-being**

### **Grade: 2**

Pupils' attitudes and behaviour are strengths of the school. Pupils care about each other and have a good understanding about keeping safe. They are sensible and help each other in lessons. Good levels of concentration and a willingness to work independently help with their learning. The family grouping arrangements involving pupils of different ages enable pupils to discuss their views confidently. They listen to and respect each other well. The pupils like these arrangements and value the opportunities to work together.

Healthy eating and an understanding about keeping active and fit are well understood by the pupils who say that they particularly like doing sport in school. The take up of the healthy school meals is high.

There are suitable arrangements in place for pupils to take responsibility in school although they would relish further opportunities to run things for themselves. Pupils develop their skills satisfactorily to prepare them for the future. They are very willing to take the lead when the opportunity arises, such as when they ran a talent show to raise money.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teachers manage the pupils well and treat them with respect and as a result there are very positive relationships between adults and pupils. Pupils respond well to questions and are keen to offer their views and opinions. Teachers' effective questioning enables pupils to explain what they understand; often using a good range of vocabulary. Teachers ensure that there is a secure learning environment in which pupils can thrive. In Reception, children listen well to each other and the teacher.

Planning occasionally lacks the sharpness needed to provide enough challenge for all pupils, particularly those capable of working at the higher levels. Although there are clear objectives for lessons which are shared with pupils, the different expectations for groups of pupils are not always made clear enough and result in pupils not producing their best work. Interactive whiteboards are used well, for example to evoke feelings and responses to help pupils with their writing.

### Curriculum and other activities

#### Grade: 3

The curriculum in Reception is satisfactory with strengths in developing children's personal and social skills. Theme based approaches are enabling stronger links between subjects to be developed. There are strengths in the school's personal and social curriculum and in developing pupils' understanding about the importance of being active and healthy. Pupils' ICT skills are developed well. Leaders have rightly identified weaknesses in how the different areas of scientific investigation are tackled and plans are in place to improve these.

Recently, the school has extended the range of trips and visits to enrich the pupils' experiences. Pupils really enjoyed the recent trip to Morwellham Quay. They liked dressing up and said it really helped them understand what life was like in the past.

### Care, guidance and support

#### Grade: 3

The school's welcoming and friendly atmosphere ensures that pupils feel safe and secure. Pupils know that their concerns are listened to by staff and they discuss them confidently in their 'family group' lessons. Older pupils in the school are very mature and confident because they are trusted. Child protection procedures are in place and risks assessed before trips.

Pupils can identify areas of their work they need to improve from the feedback they get in lessons and marked work. However, guidance for improvement across the school is inconsistent and pupils have limited opportunities to assess their own work and set themselves goals. As a result, they are insufficiently involved in tracking their own progress or thinking for themselves about how to improve their work.

## Leadership and management

### Grade: 3

The headteacher provides clear direction for further improvement in the school. He has developed the teaching skills well despite having a high teaching commitment. Weaknesses have been identified and, where the school has concentrated its efforts, improvement has been made, such as in writing. Staff are keen to take on new ideas and develop their skills.

Currently, the headteacher carries the major role in leading overall development as well as subject improvement. Other leaders in school are beginning to develop their work under his guidance but this area needs to be improved in order to provide him with more effective support, particularly in monitoring initiatives and evaluating their success.

Governors have a clear understanding about how well the school is doing and recognise the school's pastoral strengths. However, they have been less secure in pressing leaders to ensure that achievement is as good as it could be.

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## Annex A

## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

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

### The quality of provision

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

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

15 June 2007

Dear Pupils

Inspection of Bradford Primary School, Bradford, Holsworthy, EX22 7AB

Thank you for our very warm welcome to your school. We enjoyed talking to you in lessons and during your playtimes. You clearly enjoy coming to school and work hard in lessons. We liked your family groups and were very impressed with how friendly and confident you are. The way the school is helping you develop good attitudes and behaviour is a real strength. You gave us a lot of valuable information and this was a great help to us. We think your school gives you a satisfactory quality of education which enables you to reach average standards and make satisfactory progress. We found that the leadership, teaching, curriculum and the care, guidance and support which you are given are all satisfactory.

What we most liked about your school:

- You are kept safe at school and look after each other well.
- You have positive attitudes to learning and your behaviour is good.
- Your teachers' enthusiasm makes learning interesting.
- You have a good understanding about how to stay healthy.
- You express your views about what you like and dislike confidently and with consideration for others.
- Your attendance is good.
- You use information and communication technology (ICT) well to help with your learning.

We found that improvements are needed and have asked your headteacher and others to:

- Make sure that as many of you as possible do even better by giving you consistently challenging work.
- Help you understand better what you need to do to improve and to set your own targets.
- Help teachers improve their work in subject development so that you can do even better.

We hope your school continues to improve.

Yours faithfully

Peter Clifton Lead inspector