

# North Bradley CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	126344
<b>Local Authority</b>	Wiltshire
<b>Inspection number</b>	315506
<b>Inspection dates</b>	11–12 June 2008
<b>Reporting inspector</b>	Isobel Randall

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>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	175
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Phil Morris
<b>Headteacher</b>	Janette O'Brien
<b>Date of previous school inspection</b>	4 May 2004
<b>School address</b>	Church Lane North Bradley Trowbridge BA14 0TA
<b>Telephone number</b>	01225 753230
<b>Fax number</b>	01225 753230

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is a below average-sized voluntary controlled rural school in which all pupils are of White British heritage. They come from a socially advantaged area in North Bradley and surrounding communities. The school is fully subscribed. The proportion of pupils with learning difficulties and/or disabilities is higher than average. The school holds the Bristol Standard Quality Mark for Early Years Education, Basic Skills Award, and the Healthy Schools Award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

North Bradley is an improving school whose pupils are making good academic progress, with outstanding progress in their personal development. Leaders rightly judge it to be a good school. Standards by the end of Year 6 are now above average after several years of broadly average standards. School action to improve reading had a good impact in 2007 and an appropriate focus on writing and mathematics in the current year has raised standards. As attainment on entry to the school has been in line with what is typically expected of four-year-olds, the resulting achievement is good. Provision in the Foundation Stage is good, so that children settle down well in school to make good progress.

Care for pupils is excellent, with thorough attention paid to health and safety. Staff respond swiftly to issues faced by particular pupils. For example, two families praised the school's vigilance in identifying and addressing their children's specific learning difficulties. Learning has recently gathered pace, leading to good achievement, in part because of the recent and regular involvement of pupils in discussions to identify individual targets and ways to improve. The school strongly promotes healthy exercise and a nutritious diet, for example through the popular gardening club. Pupils have real responsibility for planning aspects of the improvement of the school.

'The school makes learning fun,' said one parent. This school enjoys very positive relationships with its overwhelmingly supportive parents. Enjoyable lessons are planned within a curriculum that encourages creative working while retaining vigorous assessment of progress in all subjects. School leaders provide good role models for their teams. This results in good teaching overall. Learning is not always secure in a few classes when instructions lack sufficient detail and clarity, or when teachers do not monitor group work activities closely enough. Attendance is very high because pupils want to come to school. Their excellent behaviour is characterised by consideration for others and responsible attitudes to health and safety.

Senior leaders work closely together to promote their shared vision for improvement, with strong practical support from a fairly new governing body who recognise their need for training to provide the necessary challenge. Actions taken to develop provision, already showing good impact, give the school a good capacity to improve.

## Effectiveness of the Foundation Stage

### Grade: 2

Children make a happy, settled start to their school life within this safe, stimulating and nurturing environment. Teachers ease their introduction to school by home visits and effective induction procedures. Strong relationships between staff, parents and children have a very positive impact on children's development. Children enter the school with the expected level of skills for their age and make good progress across all areas of development. The class teacher, well supported by a teaching assistant and regular volunteers, plans effectively on the basis of frequent and vigorous individual assessments. Recent improvement in this area has quickened the pace of learning in the present year. Children with learning difficulties and/or disabilities are swiftly identified and receive prompt and effective support. Children enjoy being in school and behave very well. The Foundation Stage is well led with the coordinator, the class teacher and other adults working very successfully in collaboration with each other.

## What the school should do to improve further

- Ensure that teaching consistently provides clear instructions, challenge and guidance so that pupils in all years can achieve their full potential.
- Develop the governing body's capacity to hold the school to account for its academic performance.

## Achievement and standards

### Grade: 2

Although standards in the 2007 national tests were broadly average, resulting in satisfactory achievement throughout the school, the school can now demonstrate that pupils are making good progress. More frequent and rigorous checking of standards against individual and class targets has identified barriers to improvement that have been successfully addressed to quicken the pace of learning. School records, confirmed by an examination of pupils' work, show that standards in Year 2 and Year 6 are now above national averages. Reading had already been improved in 2007, resulting in standards above the national average at Key Stages 1 and 2, with satisfactory achievement in Key Stage 2 English. Having broadened their efforts to writing and mathematics, teachers can now demonstrate progress at both key stages in excess of that expected nationally. Teacher tracking indicates that all of the present Year 6 have made at least the expected progress in English and mathematics, with accelerated progress in the last year. More than half of the group have exceeded expectations. There is no significant difference in the performance of boys and girls. Pupils with learning difficulties and/or disabilities are well supported so that they make the same progress as others. Higher attaining pupils make good progress in most classes, except when challenging tasks are not fully explained to them.

## Personal development and well-being

### Grade: 1

Pupils' outstanding personal development and well-being are clear in the harmonious atmosphere throughout the school. They are very polite, and they welcome visitors and behave with great consideration towards adults and to each other. Their strong sense of right and wrong is clear in their own classroom rules and contracts. Behaviour is exemplary. Pupils clearly enjoy learning, as is apparent in high levels of attendance. Excellent spiritual, moral, social and cultural development was apparent during the inspection in their thinking about peace and their thoughtful support for others. They spoke with great enthusiasm about a recent India project. Awareness of healthy lifestyles and personal safety is particularly strong. Pupils attend a wide range of other activities including chess, music, art, German and gardening clubs. The excellent school council is influential in representing pupils' views and making decisions about the school environment. Pupils' developing understanding of their rights and responsibilities in the wider community is clear in their enthusiasm for charitable fund-raising. Good basic skills mean pupils are well prepared for their future lives.

## Quality of provision

### Teaching and learning

#### Grade: 2

Good teacher subject knowledge, positive classroom relationships and attention to the needs of individuals provide a context in which pupils learn well. Less experienced teachers have good

role models in school leaders, and so are developing good practice. Good behaviour management based on positive relationships leads to exemplary behaviour. Teachers use regular assessment very effectively to track learning and set specific targets that challenge at different levels. Pupils are encouraged by being actively involved in their own target setting and evaluation of progress. They understand how to improve as a result of marking and oral support that praises their achievements and guides them about what to do next. Teaching assistants are well trained, guiding groups and individuals by skilful questions that promote thinking. This close attention to individual needs, coupled with good communication between teachers, with teaching assistants and with parents, helps pupils to benefit from working in mixed-age classes. Pupils enjoy learning because lessons are interesting, well paced and have a variety of experiences, with good opportunities to work in pairs and groups. They feel that it is 'cool' to learn. On some occasions, however, higher attaining pupils do not fully grasp the extent of the challenge in the work set as instructions are too imprecise. Teachers do not always effectively monitor all pupils' progress during group work activities.

## **Curriculum and other activities**

### **Grade: 2**

A thoughtful approach to planning the curriculum has been a strong influence on recent improvements in the rate of pupils' progress. Dealing with carefully identified needs, it provides a high level of enjoyment and enthusiasm for coming to school. A focus on basic skills provides a solid basis for learning. Planning meets the needs of all abilities except when instructions are not precise enough, especially to help higher attaining pupils to understand the challenge in the work set. Effective communication between teachers from Reception through to Year 6 ensures continuity of learning in the mixed-age classes. The school's links with the local church and community are well used to develop the spiritual, cultural and social aspects of education. Multicultural education is addressed through normal lessons and specific events, giving pupils satisfactory awareness of other people's lives and beliefs. Pupils learn very well how to stay safe and healthy. A wide range of visits, activity days and school clubs complement classroom experiences well. Pupils have good opportunities to develop their sense of responsibility and their ability to make decisions.

## **Care, guidance and support**

### **Grade: 1**

Outstanding care, guidance and support is a significant factor in the pupils' excellent personal development. Pupils clearly thrive in this small, safe and nurturing learning community. Robust procedures ensure that children are safe. Teachers, who know the pupils and their families extremely well, provide excellent personal guidance. Pupils have individual targets for improvement and these are effectively communicated. Consequently, pupils make well reasoned judgements about how well they are performing and how to improve. Children with learning difficulties and/or disabilities are identified early. Timely and effective interventions help them to make the same progress as others. Individual education plans are rigorously compiled in conjunction with the child, the teacher, the parents, and external providers where necessary. The school has very effective links with specialist agencies to provide pupils with additional support.

## Leadership and management

### Grade: 2

Good leadership and management is apparent in the school's accurate identification of priorities for improvement, with a strong focus on raising standards and achievement. The resulting action, in particular the impact of a more rigorous system for assessment, has successfully promoted good progress throughout the school in the past year. Leaders have created an ethos among staff and pupils in which they are confident and enthusiastic about academic success. Performance is analysed closely and areas for improvement are addressed effectively. Close monitoring of teaching ensures that leaders are aware of areas for further improvement. Good provision for the professional development of school staff is linked to priorities for development. The school communicates very positively with parents, who are overwhelmingly supportive of its impact on their children's development. Links with the community, especially with the church, are positive, and the school has a good reputation in the area. External agencies are used to excellent effect when pupils have problems. The governing body's high level of support involves governors closely in the life of the school. They are aware of their need to develop a greater capacity to hold the school to account about its academic outcomes. The school is carefully managing its resources so as to provide a much desired kitchen extension. School leaders have improved the school's effectiveness since the last inspection, and have good capacity for further improvement.

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## Annex A

## Inspection judgements

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

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

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

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

<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>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
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**

Dear Pupils

Inspection of North Bradley C of E Primary School, Trowbridge BA14 0TA

Thank you for the very friendly way in which you spoke to us when we visited your school. We were very impressed by the way that you enjoy school so much.

Here are some of the things we liked about the school:

- You are all beginning to learn well and told us that you want to improve even more.
- Your teachers are good at planning lessons to help each one of you to improve.
- You told us that you love coming to school and enjoy all of the activities.
- You behave very well and are good at taking responsibility.
- Everyone in the school gets on very well with the others.
- The school takes excellent care of you.

So that it can be even better, we have asked the school to:

- make sure that you all understand exactly how to do your absolute best and follow your teachers' advice when working in groups;
- ask the governors to find out how to keep a closer watch on how well the school is helping you to learn.

You can do even better if you always listen closely to your teachers' advice when they tell you how to do well.

Yours sincerely

Isobel Randall Lead Inspector