

# Bridgerule Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	113373
<b>Local Authority</b>	Devon
<b>Inspection number</b>	335149
<b>Inspection date</b>	20 October 2009
<b>Reporting inspector</b>	David Edwards HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

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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 of pupils on the school roll</b>	24
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Cindy Neep
<b>Headteacher</b>	Matthew Barnes
<b>Date of previous school inspection</b>	8 February 2008
<b>School address</b>	Bridgerule Holsworthy EX22 7EN
<b>Telephone number</b>	01288 381366
<b>Fax number</b>	01288 381366
<b>Email address</b>	admin@bridgerule.devon.sch.uk

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## Introduction

This inspection was carried out at no notice by one of Her Majesty's Inspectors and one additional inspector. The inspectors visited six lessons, and held meetings with the headteacher, chair of governors, staff and a group of pupils. They observed the school's work, and looked at school documentation including the school's self-evaluation form and raising achievement plan.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the extent to which the school is able to carry out accurate monitoring and self-evaluation of its work without undue recourse to external support
- how well teaching and learning meet pupils' needs in both classes
- the quality of marking and the support in helping pupils to improve their standard of work and measure their progress.

## Information about the school

Bridgerule is a very small school serving a rural village community. Pupils are taught in mixed-year groups within two classes. The school has a greater than average number of pupils who join or leave the school partway through their primary school education. All pupils are of White British heritage. A few pupils are entitled to free school meals. The proportion of pupils who have special educational needs and/or disabilities is average. No pupils currently hold a statement of special educational needs. When Bridgerule Primary School was inspected in February 2008, it was judged to require special measures.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Bridgerule is now a good school. Through innovative and determined leadership, the relatively new headteacher, with the full support of the governing body, has changed the culture of the school so that it now focuses on providing high quality learning for all pupils. Through rigorous self-evaluation, leaders and managers have an accurate understanding of the school's strengths and where it needs to improve further. As a result, the school improvement plan is focused sharply on raising pupils' achievement. To help it achieve this goal, the school has also developed excellent partnerships with other providers, organisations and services, to promote and enhance the well-being of pupils.

Provision for children in the Early Years Foundation Stage is now outstanding. This is because of the impressive work carried out by the school to improve the learning environment and ensure that all children benefit from excellent leadership and very effective teaching. Systems to assess pupils' understanding and monitor their rates of progress throughout their time in school have improved significantly since the last inspection. As a result, teaching is now consistently good. Very effective developments have taken place to create a broad and balanced curriculum, designed to provide well-organised, imaginative and effective learning. Not surprisingly, pupils say they enjoy their lessons. They make good progress in their learning, and some make exceptional progress because teachers regularly provide additional support or extension work for those who need it. However, not all pupils possess a secure understanding of their personal targets and how these might help them to improve their work. By the time pupils leave school at the end of Key Stage 2, their attainment in English, mathematics and science is in line with national expectations. This represents good achievement overall.

The governing body is fully supportive of the headteacher. Having recently gone through a period of significant change in creating a federated partnership with another local primary school, the governors are well positioned to provide the necessary support and challenge to ensure the future success of the school. This, combined with the improvements already made and the clear and accurate steer provided by the headteacher, means that the school's capacity to improve further is good.

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

- Raise standards further at the end of Key Stage 2 so they are above average in

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English, mathematics and science, by:

- ensuring that pupils are fully engaged in the target-setting process
- providing pupils with personalised targets that help them better understand how to improve their work.

**Outcomes for individuals and groups of pupils**

**2**

Attainment on entry to the school is generally below what is expected nationally, although this can vary from year to year because of the often very small numbers in each year group. Observations of pupils in lessons and their work books show they make good progress, given their often low starting points. Pupils respond well to teachers' questioning, are diligent in their work and demonstrate good concentration skills, especially when working independently. Pupils with special educational needs and/or disabilities make good progress because support is well organised and matched to their individual needs. Attendance is good, having improved in recent years. Behaviour at all times is good. Pupils say they feel safe in school and know who to go to if they have concerns. They play well together and incidents of bullying are rare. Pupils speak confidently about what constitutes a healthy diet and lifestyle. They have regular opportunities to participate in sports and after-school clubs. Pupils' sense of their own faith and culture is good. The skills pupils develop in the core subjects of English, mathematics and science mean that they are satisfactorily prepared for their transition to the next stage of their education and later life.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Teaching is typically good and sometimes outstanding. In the best lessons, teaching is very engaging and challenges everyone. Success criteria are explained clearly so that all pupils know exactly what they need to do. The curriculum provides a good balance of subjects within a wide range of experiences. The effective planning of lessons ensures that a wide range of activities and tasks are geared well to the various needs of pupils with differing abilities, so pupils enjoy their learning. Good care and guidance are provided for pupils to support this effective learning. Teachers work very closely with their assistants to support individual pupils, and this contributes well to their good personal development in school. Pupils say they particularly enjoy the annual residential visits and the recent opportunities to get to know children from the other school in the federation. In all classes, pupils' work in reading, writing and mathematics is regularly assessed by teachers and the information is used effectively in preparing future work. Teachers' marking of pupils' work is supportive and usually offers ways to improve. However, not all pupils are fully engaged in this process or provided with personalised targets to help them better understand how to improve their work.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher has successfully engaged the support of governors and the local authority in making the necessary changes to secure school improvement. The recent and highly successful federation with another local primary school is evidence of the determination of leaders to secure the future success of the school. As a result, morale is high and belief in the school's future runs through all levels of staff. The monitoring of the school improvement plan is rigorous and extensive. The headteacher sets very high standards for himself and his staff which enable the school to devise exceptionally well-focused plans. Good progress has been made since the last inspection in tackling

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areas for development so that a whole-school assessment and monitoring system now effectively tracks the progress of pupils. The school's effective work in promoting pupils' personal development and well-being is illustrated through its careful induction procedures and its good focus on equality of opportunities. Leaders have worked creatively to promote and develop pupils' understanding of community cohesion, not just at a local level but also nationally and internationally, through partnerships with schools in other regions of the country.

The governors have established effective systems to monitor the work and success of the school. Well-focused training and development for all staff has further enhanced staff and governor confidence, enabling them to execute accurate self-evaluation and monitor the quality of provision without relying on external support.

Safeguarding arrangements are good. The school adopts effective procedures and practices across all areas of its work and so cares very well for pupils. All adults are vigilant and record keeping is good. Regular child protection training is provided for all staff and governors.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

### **Early Years Foundation Stage**

Children settle to routines quickly and are happy because their welfare is given a high priority and they enjoy the learning activities planned for them. Provision is outstanding and children make excellent progress in all areas of learning. As a result, they are well prepared to meet the challenges of the curriculum by the time they begin Key Stage 1. Children's personal development is particularly rapid. Warm yet highly effective

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relationships with adults ensure children know exactly what is expected of them at all times and behaviour is exceptionally good. They are attentive listeners and carry out instructions as directed. Free-flow access to the stimulating outdoor learning area further enhances children's learning experiences.

The leadership and management of the Early Years Foundation Stage are outstanding. The class teacher has a passion and very clear vision for what the children are expected to learn. Teaching assistants have been trained effectively and possess a good understanding of what is needed to support children's learning. Planning is excellent and addresses all areas of learning well. Assessment information is used skilfully to plan the next step in each child's learning. As a result, teaching inspires children to learn and promotes their excellent progress.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

**Views of parents and carers**

Parental questionnaires are not normally distributed for monitoring inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.



## **Responses from parents and carers to Ofsted's questionnaire**

Parental questionnaires are not normally distributed for inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



21 October 2009

Dear Pupils

Inspection of Bridgerule Church of England Primary School, Holsworthy, EX22 7EN

Thank you so much for the warm welcome you gave us when we inspected your school recently. I was especially impressed to hear about your recent visit to see *The Lion King* in London. I want to tell you what I thought of your school. I have judged that yours is now a good school that no longer needs special support. This is because your headteacher and governors have worked very closely together to make sure the teaching you receive and the learning opportunities you experience are now good. There is now a proper focus on helping you to develop and improve important skills such as reading, writing and calculation. They also ensure you acquire good personal skills that will help you to enjoy life and contribute well to your community in the future.

Children in Class 1 now get off to a flying start in their learning and make excellent progress. Many more of you are making good progress in your learning and reach standards in English, mathematics and science by the end of Year 6 that are now in line with national averages. This means your achievement in school is now good. Those of you we spoke to said that you feel safe in school and know about how to stay healthy through regular exercise and a healthy diet. Many of you have good attitudes to your work and look for ways to help others in school. I particularly noticed this when I saw some of you painting in an art lesson.

To help you improve even further, I have asked your teachers to focus on raising your standards of work in English, mathematics and science to an even higher level. I would also like them to make sure you are involved more in setting personal improvement targets for your work, so that you will know even better what to do next to improve. You can help by ensuring you try your best at all times.

Finally, I wish you every success for your future lives.

Yours sincerely

David Edwards

Her Majesty's Inspector

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