

Bradford Primary School

Inspection report

Unique Reference Number	113135
Local Authority	Devon
Inspection number	338102
Inspection dates	5–6 May 2010
Reporting inspector	Alexander Baxter

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	53
Appropriate authority	The governing body
Chair	Cindy Neep
Headteacher	Matthew Barnes
Date of previous school inspection	6 May 2010
School address	Holemoor Holsworthy EX22 7AB
Telephone number	01409 281432
Fax number	0
Email address	admin@bradford.devon.sch.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 11 lessons and four teachers were observed. The inspectors also attended an assembly and a 'Family Group' discussion and observed break and lunchtime activities and held meetings with governors, staff, pupils and parents. They looked at plans and policies, records of assessments and the tracking of pupils' progress. The provision and planning for pupils who are vulnerable or have special educational needs and/or disabilities were evaluated. In addition, 42 parent/carer questionnaires, 37 pupil questionnaires and six staff questionnaires were analysed.

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

- the school's use of assessment to maximise pupils' progress, also exploring the pupils' ownership of targets and their understanding of what they have to do to improve
- the impact of efforts to enhance the curriculum and to develop the use of information and communication technology to accelerate pupils' progress, including those with more ability
- the degree to which leaders and managers at all levels, including governors, within the relatively new federation bring about continuous improvement.

Information about the school

This is a smaller than average rural school with three mixed-age classes. The large majority of pupils are of White British heritage and few pupils are at an early stage of learning English as an additional language. The proportion of pupils who have special educational needs and/or disabilities is below average. Children in the Early Years Foundation Stage are taught in a mixed Reception/Years 1 and 2 class. Amongst others, the school holds the Healthy School award. The school is part of a federation with another nearby primary school, which means that the schools share their headteacher and are managed by a single governing body.

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

Bradford is a good school. It is a very caring community where pupils are kept very safe and where fun and laughter help them to learn just as they would in a happy family. Good links with parents ensure that pupils are known and valued as individuals and pupils' excellent behaviour and very positive attitudes to school life reflect those of the adults who look after them so well. As a result, pupils achieve well academically and make significant gains in their personal development.

Other main findings

- There is a strong commitment to continued improvement through partnership and this is a key philosophy underpinning the decision to federate with a partner school. Accompanied by the headteacher's determined leadership, the creation of a new governing body, drawn from governors of both schools, and the team-working of staff, has widened the expertise available and strengthened the vision for the future.
- The very effective governing body continues to look to the future and, given the falling roll, is exploring further partnerships to secure the long term educational and financial viability of the school. Such improved leadership, together with good improvement in the use of assessment and the pupils' increased involvement in target setting and getting?, both of which were issues of the previous inspection, show a good capacity for the school's further development.
- Decision making is based on an effective system of self-evaluation, which incorporates efficient monitoring of the quality of teaching and of pupils' learning and progress. By this means the headteacher has been instrumental in securing good teaching and learning across the school. This includes children in the Early Years Foundation Stage who are taught well and make a good start to school life. As a result, by the time they leave pupils achieve well and attainment is mostly above average, most often in English.
- Teachers are very proficient in modelling high quality speaking and listening skills. In response, pupils demonstrate a significant range of vocabulary in their oral responses. The development of pupils' handwriting and presentation skills lack similar emphasis and, at times, untidiness either masks the quality or constrains the further development of the pupils' expressive writing.
- Guided group work? is a well-established feature supporting the pupils' good progress in all aspects of English. In mathematics, where attainment is broadly average, reflecting satisfactory progress, such group work is a more recent initiative and has not been in place long enough to lift pupils' problem-solving skills to best effect.

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

- The school provides a good breadth of curricular activities, which include an excellent range of extra-curricular clubs and visits and these have a beneficial effect in developing the pupils? excellent adoption of healthy living.

What does the school need to do to improve further?

- Over the course of the next year, raise pupils? achievement in mathematics at the end of Year 6, by:
 - continuing the focus on developing pupils? mathematical vocabulary and on using games to promote pupils? enjoyment of mathematics
 - embedding the use of guided group work in mathematics to match the level of challenge more closely to the pupils? abilities, to develop their self-assessment skills and to equip pupils with systematic ways to solve real life mathematical problems.
- Improve the quality of pupils? recorded work over the next two terms by:
 - raising teachers? and pupils? expectations of how recorded work should be well presented
 - more systematically developing and improving pupils? handwriting skills as they move through the school
 - roviding more time for a wide variety of writing.

Outcomes for individuals and groups of pupils**2**

First-hand observations of learning, including in classrooms or in the school?s well-equipped indoor and outdoor facilities, showed that pupils achieve well and greatly enjoy being at school. This was evident in an English lesson in Years 5 and 6 where through challenging, but supportive, questioning the teacher successfully extended pupils? vocabulary and developed their understanding of journalistic writing. In a similar vein, the teacher in the Years 3 and 4 class used the interactive whiteboard effectively to lift pupils? interest and to extend their understanding of fractions. From the moment they enter school, pupils are included equally. Those with special educational needs and/or disabilities, and others with are more able, receive the additional attention needed to ensure that they achieve as well as their peers. Pupils enjoy their learning and are very enthusiastic during class, group and paired discussions, especially so in Reception and Years 1 and 2. Pupils apply themselves particularly wholeheartedly during practical work. This is the case during art, sports and information and communication technology lessons and now also in science, where an increased emphasis on practical investigation this year has significantly improved their skills. However, not all pupils show the same amount of care in handwriting and presenting their work in books.

From generally expected, but often varying, skills on entry, pupils respond well to good teaching and make good progress as they move through the school. By the end of Year 6, pupils? attainments are well above average in speaking and listening and are above average in reading, writing, science and information and communication technology.

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

Attainment is broadly average in mathematics and reflects satisfactory progress. Whilst it is improving, some pupils still have difficulty using their number skills to solve problems.

Pupils demonstrate high-quality relationships and there is a genuine harmony throughout day-to-day activities and learning. Behaviour is excellent, both in class and beyond, and pupils say that they feel very safe at school. Pupils readily share ideas, express their feelings during family group discussions and when video-conferencing with friends in their partner school. Pupils play energetically and live up to their Healthy School award by adopting healthy, safe living extremely well. Pupils on the Federation Council say that they take their work seriously and that, We act upon the ideas placed in the pupils comments box. Pupils make good contributions to school events and to charities such as Red Nose Day and Children in Need. Through their links with other schools, pupils engage well with those from differing backgrounds within Britain, but their understanding of global cultures although satisfactory overall is less well developed.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
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
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

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

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

Over the past three terms, initiatives introduced to raise standards in the partner school have been developed successfully across both schools to secure good teaching and learning. 'Working walls', which display notes of previous learning and develop links with current learning and pupils sharing ideas with each other as 'Talking Partners', have lifted pupils' understanding. In English, guided work with small groups of pupils has also proved successful, especially in promoting pupils' speaking and listening skills. This was seen to good effect in a lesson in Years 5 and 6, when the teacher used sharp discussion to extend pupils' thinking and to explore how various texts helped the writer to present their ideas or the reader to gain understanding. Other typical strengths of teaching include challenging, well-constructed questioning also, by capable support staff, which builds on pupils' responses; warm relationships, and sharp use of interactive whiteboards to stimulate pupils. Increasingly, group work is also being developed in mathematics, but needs more time to impact fully on pupils' learning. On occasion, there is too much whole-class teaching which constrains the time available for pupils to work more independently at their own level and to present their written work more neatly.

Teachers have improved the way they use assessment significantly since the previous inspection and this is helping to raise pupils' achievements. Regularly completed assessments provide accurate information about pupils' progress towards their targets. Pupils have a good awareness of their literacy and numeracy targets, which are displayed on classroom walls and in their books. Pupils confidently assert that they know what they have to do to improve because their teachers talk to them so frequently in lessons or during interviews with individual pupils. At times, pupils also receive high-quality feedback from teachers' marking but this is not as consistent across the classes.

An improved, and now excellent, range of extra-curricular activities and effective use of information and communication technology, represent significant improvements in provision that have lifted pupils' achievements. The school's link with its partner school has brought greater breadth to the learning opportunities provided for the pupils. These include, for example, shared end-of-term work celebrations and other performances and residential trips for pupils in Years 3 and 4 as well as for pupils in Years 5 and 6. Such joint events have enriched the pupils' learning, their social interaction and readiness for the future.

This is an inclusive school, which offers exemplary care, guidance and support for the pupils, who readily state that they feel valued and have their views taken seriously. The school works extremely effectively with its partner school, with the community and with outside specialists, to meet pupils' needs. These are reflected in the good progress of pupils with special educational needs and/or disabilities and in improved, and now above average, attendance.

These are the grades for the quality of provision

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	
---	--

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

How effective are leadership and management?

Pupils are treated equally and are kept very safe and free from discrimination. This is because the headteacher, with strong support from staff and governors, checks the performance of different groups of pupils and maintains high-quality pastoral support and full adherence with safeguarding and other statutory procedures. The formation of the relatively new federation has brought improvement and reflects a very positive partnership to enrich pupils' learning. This includes strengthened subject leadership across both schools which, for example, has improved standards in science this year. The headteacher sustains effective monitoring and self-evaluation, especially of the quality of teaching and learning. Targets are used effectively to address pupils' needs and to accelerate their progress. However, monitoring of pupils' recorded work is under developed. Even so, governors receive accurate, up-to-date information and this enables them to serve the school extremely well by taking challenging, but beneficial, decisions in the best interest of the pupils. In response to parental concerns, the school has improved its lines of communication and now benefits from a good partnership with most parents. The school promotes community cohesion well, especially to the school, local and national aspects of community. These include, for example, memorable shared residential experiences with pupils from the partner school and with pupils from a more culturally diverse school in Thurrock. The promotion of the global aspect of community is less secure but is to be developed further by links with a school in a developing country.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning	2
	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2

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	
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Very supportive links with parents help children to make a positive start to full-time schooling. Children’s skills on entry to the school vary from year-to-year. Current children in the Reception Year started with skills that matched those expected for their age. Children enjoy coming to school, learn and play well together, for example when happily role-playing the story of ‘Jack and the Beanstalk’. This is because with good leadership and management, staff value the children’s efforts and safeguard their welfare in an exemplary way. In response to good teaching and a wide range of stimulating learning experiences, children make good progress in relation to their differing starting points. Most children make excellent progress in their speaking and listening and social development in response to the excellent role models shown by the staff. Children benefit from an effective curriculum that covers all the required areas of learning. Occasionally, there is too much adult-led learning and this reduces the time available for children to make choices about their learning for themselves and constrains their independence.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The very large majority of parents are happy with the school. Responses to the Ofsted questionnaire were mostly positive, with unanimous agreement that the school keeps children safe and that children enjoy school. A few parents were interviewed informally in the playground and most also expressed positive support of the school. A small minority of parents indicated disagreement and also explained their concerns in the questionnaire. Most of the issues raised were associated with the formation of the federated link with a partner school, with parents expressing dissatisfaction with the school’s response to their views, the quality of communication and the leadership of the school. The school readily acknowledges that mistakes were made in the timing and

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

quality of information provided initially to parents during the process of setting up the federation. The findings of the inspection show that the federation, leadership and improved communication with parents are effective features, contributing well to the pupils' good achievements.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bradford Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 42 completed questionnaires by the end of the on-site inspection. In total, there are 53 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	22	52	20	48	0	0	0	0
The school keeps my child safe	25	60	17	40	0	0	0	0
The school informs me about my child's progress	19	45	21	50	1	2	0	0
My child is making enough progress at this school	14	33	23	55	3	7	0	0
The teaching is good at this school	15	36	15	36	1	2	0	0
The school helps me to support my child's learning	19	45	20	48	1	2	0	0
The school helps my child to have a healthy lifestyle	15	36	23	55	0	0	3	7
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	14	33	22	52	2	5	1	2
The school meets my child's particular needs	14	33	21	50	6	14	0	0
The school deals effectively with unacceptable behaviour	13	31	25	60	3	7	0	0
The school takes account of my suggestions and concerns	16	38	20	48	4	10	2	5
The school is led and managed effectively	11	26	20	48	4	10	6	14
Overall, I am happy with my child's experience at this school	16	38	22	52	3	7	1	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



7 May 2010

Dear Pupils

Inspection of Bradford Primary School, Holsworthy EX22 7AB

Thank you for your warm welcome and for the help you gave us during the inspection, especially the members of the federation council. We were very impressed by your excellent behaviour and the way that all the adults who work at the school give you such close, personal attention. We agree with you and most of your parents that Bradford is a good school.

These are the other things you can be proud of.

- Your progress and achievement are good. Many of you work very well together and develop excellent speaking and listening skills.
- You are very happy and feel very safe at school because the staff care for you in an outstanding way. They ensure that you enjoy a good curriculum and encourage you to participate very fully and healthily in an excellent range of clubs and visits.
- Teaching and learning are good and you play an increasing role in evaluating your own work, and this is helping you to make better progress.
- The headteacher, governors and staff of your school, and of your partner school, have strengthened the way they work together and are helping you to achieve more.

To help the school to improve further, we have asked the headteacher, governors and teachers to do two things:

- improve your achievement in mathematics, especially by developing your problem solving skills
- help you to improve your handwriting and to present your work in your books more neatly.

You can help by making sure that whenever you write, draw or paste worksheets in your books, you do so as carefully as you can.

Yours sincerely

Alex Baxter

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.