

Bradford Primary School

Holemoor, Bradford, Holsworthy, Devon, EX22 7AB

Inspection dates 7–8 October 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils do not make enough progress in reading, writing and mathematics. Consequently, results in national tests at the end of Year 6 are not high enough.
- Teachers do not always use the information they have on the pupils to plan activities that provide challenge for the more able.
- Since the last inspection, the assessments of pupils' work by teachers in Year 1 and Year 2 (Key Stage 1) have been inaccurate. As a result, the school has not formed a clear picture of the progress pupils are making.
- Often, pupils struggle to improve their work and repeat mistakes because teachers' marking does not always provide sufficient written guidance that would help.
- The longer-term goals or targets that teachers provide do not always let the pupils know exactly what they have to do to develop their skills and understanding.
- School leaders have not provided the rigour needed to check and improve the quality of teaching. As a result, the pupils have not achieved well enough.
- The governing body has not held the school to account by checking how well pupils progress in reading, writing and mathematics.

The school has the following strengths

- Pupils' behaviour is good. They enjoy their lessons and show interest in what they are learning. The school takes good care of them and they feel very safe in school. Their social, moral, spiritual and cultural development is good.
- The new head of teaching and learning has improved the quality of teaching in the Reception class and in Key Stage 1 and this is beginning to raise standards. Consequently, children make good progress in their Reception Year and are well prepared to move into Year 1.
- The head of teaching and learning is providing more accurate information for governors who are beginning to challenge weaknesses in pupils' progress.
- Teachers and support staff work well together and are beginning to accelerate the progress pupils are making across the school.

Information about this inspection

- The inspector observed seven lessons, a whole-school assembly and the harvest festival led jointly by a member of the local church and the head of teaching and learning.
- Meetings were held with groups of pupils and senior leaders. The lead inspector also held a meeting with members of the governing body and held a telephone conversation with a representative of the local authority.
- The inspector listened to pupils from Year 2 and Year 6 read and scrutinised samples of pupils' workbooks.
- A wide range of documents were examined, including the school's information on pupils' recent progress. The inspector also looked at planning, documentation about checks on teaching, and records relating to behaviour, attendance and safeguarding arrangements.
- The 10 responses to the online questionnaire (Parent View) were taken into account. The views of staff were considered through the nine staff questionnaires returned to the inspector.

Inspection team

David Hogg, Lead inspector

Additional Inspector

Full report

Information about this school

- Bradford Primary School is much smaller than the average primary school. It draws its pupils from the local area.
- There are currently no pupils attending who are from minority ethnic backgrounds or who speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs supported at school action is higher than the national average. The proportion of pupils who are supported through school action plus or with a statement of special educational needs is lower than that found nationally.
- The proportion of disadvantaged pupils supported by the pupil premium is low compared with that found in most schools. This is funding provided to give extra support to those pupils known to be eligible for free school meals and to children who are in the care of the local authority.
- The school did not meet the government's floor standards, which set the minimum expectations for pupils' attainment and progress, in 2013.
- The school is part of the Holsworthy Federation. The federation is made up of Holsworthy Community College, Bradford Primary School, Bridgerule Church of England Primary School, Pyworthy Church of England Primary School and Black Torrington Church of England Primary School. The federation is led by an executive headteacher.
- The school has undergone a significant period of staff turnover since the last inspection. There have been a number of short-term or part-time appointments to the role of headteacher and changes to the teaching team. From September 2014, the work of the school has been overseen by the head of teaching and learning who is based in the school for four days each week. She has the same role in Pyworthy Primary School and spends one day a week on site there. There are no middle leaders in the school.
- Children in the Early Years Foundation Stage are all full time and they are in the Reception Year. Currently, these Reception children are taught together with pupils from Years 1 and 2, in a single class. Pupils in Years 3, 4, 5 and 6 are taught together in another class.

What does the school need to do to improve further?

- Improve the quality of teaching by ensuring that:
 - teachers use the information they have on pupils to more effectively plan learning activities that are not too easy or too difficult so all groups of pupils, especially the more able, are challenged and make at least good progress
 - all pupils know exactly which skills they need to develop so as to improve their work
 - teachers provide clear written guidance to help pupils improve their work and also ensure that pupils have time to make the necessary changes, so errors are not repeated.
- Improve the effectiveness of leadership and management in order to raise achievement by ensuring that:
 - leaders rigorously check the quality of teaching and the progress pupils are making
 - the governing body reviews the work of the school more closely to ensure that pupils' achievement improves.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The leadership and management

require improvement

- Leaders and governors have not done enough to improve the quality of teaching. Consequently, pupils' achievement over time has not been good enough. Pupils' achievement at the end of Year 6 did show an upturn in 2012, but this improvement was not sustained in the following years.
- In the past, the checks teachers made on pupils' achievement in Year 1 and Year 2 in reading, writing and mathematics have been inaccurate. The teachers' assessments did not provide a true picture of the skills and understanding that pupils had acquired. The new head of teaching and learning has quickly identified this issue and rechecked earlier judgements. As a result, the school now has a more accurate picture of pupils' abilities. Teachers are beginning to check pupils' progress with greater confidence and certainty. The teachers and the governors now have a clearer understanding of what pupils should achieve. The progress pupils make is being reviewed more effectively, especially that made by disadvantaged pupils and those with additional needs.
- The light-touch' package of support provided by the local authority has not identified that pupils' achievement is not good enough. In 2012, the local authority did check the accuracy of the judgements teachers made about the writing in Year 6 and found them to be sound. The local authority has worked with the federation to find a skilled leader for the school.
- The school has introduced robust systems to check the quality of teaching in the school. There is a clear link between the achievement of pupils and teachers' salary progression. The targets staff have are linked to improving pupils' achievement. The staff work well together, which is improving their effectiveness. The executive headteacher is working with the head of teaching and learning to develop her observational skills so that she can monitor the quality of teaching. No formal lesson observations have been made so far this year.
- Only a very small number of disadvantaged pupils have attended the school in recent years. The school reviews their progress carefully to make sure the additional support they receive is helping them achieve well. The school's own information shows this has been the case.
- The learning activities in the different subjects develop pupils' skills and understanding well. They prepare pupils for the next stage in their education and for life in modern Britain. The tasks teachers plan interest and engage the pupils. Pupils are able to suggest areas of each topic they would like to find out about. Teachers plan appropriate activities, which provide interesting opportunities for pupils to investigate. For example, pupils in the Key Stage 2 class researched the internet for artwork by Andy Warhol. The school makes good use of the local area as a source of learning opportunities. For example, pupils have visited a local military museum as part of their work learning about the Second World War.
- The primary sports funding is used very effectively and pupils enjoy high-quality activities from professional coaches, for example in netball. This has then led on to the school joining with Pyworthy Church of England Primary School to form a combined netball team, which plays against other schools in the area. Dance classes have widened the range of activities for pupils to join. School staff work alongside the professional dance teacher to develop their own skills.
- The school works very closely with the parents and local community volunteers who, for example, organise the school's cookery club. Regular newsletters and information on the website keep families up to date with what is happening in school and provide an overview of what their children are learning. All of the parents who responded to the online survey Parent View would recommend the school to others.
- Pupils are given the opportunity to think and reflect on how their lives, and the opportunities they have, could be very different to others of different backgrounds, faiths and beliefs. They take an active role in charity fund-raising. For example, members of the school council organised and prepared a treasure hunt on Daffodil Day to raise money to support the Marie Curie Cancer Care charity. The community and school came together during the inspection to present a truly memorable harvest festival assembly to parents and grandparents. The assembly was led by members of the local church and included readings, songs and stories from the pupils. The social, moral, spiritual and cultural development of the pupils is very strong and ensures pupils are accepting and tolerant of others. The school fosters good relations. Leaders promote equality of opportunity effectively so that no one is left out or discriminated against.
- The arrangements to ensure pupils are kept safe and well cared for meet statutory requirements.
- **The governance of the school:**
 - The governing body has not held school leaders sufficiently to account in the past. They have not given sufficient attention to the quality of teaching and pupils' achievement. Governors have not analysed the school's information carefully enough. Nor have they challenged the school's senior leaders robustly

enough for the standards pupils reach. Comparisons with national data in 2013 did alert the governors to the lack of progress made by pupils in Year 6. As a result, the governors are monitoring the work of the school more carefully than previously. They are also paying particular attention to how effective teachers are in class and how much progress the pupils now make. They recognise the improvements in the quality of teaching that have taken place over the last year. Governors understand how increases in salaries for teachers are linked to the achievement of the pupils in the school. Although there are only a small number of pupils with special educational needs or who are from disadvantaged backgrounds, the governors do review how the additional funding is being used to improve their opportunities. The financial position of the school is reviewed carefully, as are other resources, such as the primary sports funding in providing additional opportunities for pupils to take part in competitive sports. They check the safeguarding arrangements in school annually to make sure pupils are safe and well cared for.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good, which contributes well to pupils' learning. In lessons, pupils are interested in the tasks and get on well. They work well in small groups and in situations when they have to think for themselves. The relationships within the class are good and are a key feature in the positive working atmosphere that exists in lessons. Occasionally, teachers have to give pupils gentle reminders to stay on task.
- Around school, pupils behave sensibly and are very polite towards both adults and their friends. Children in Reception say please and thank you when asking for things, without being prompted by the adults around them.
- Pupils take pride in their work. They are keen to show what they are doing and talk about what they are learning. Teachers are very insistent that pupils write neatly in their books. The presentation of their current work is much better than that seen in books from last year.
- Pupils have a good understanding of what bullying is and say that it does not happen in school. They do say they can fall out with each other but that they are able to sort things out between themselves, or go to an adult for help, if necessary.

Safety

- The school's work to keep pupils safe and secure is good and ensures pupils are well cared for while in school. The older pupils admit to using social media sites even though these often have an older age limit. However, they demonstrate an understanding of what personal information they should not share on such sites or when playing games online.
- Pupils enjoy being at a small school, with one describing it as, 'a really good community'. Pupils play well together during breaks and at lunchtime. Older pupils act responsibly sharing out the playground toys and games. They take an active role in school through the school council, which has its own budget to use to improve the school.
- Attendance is above average.

The quality of teaching requires improvement

- Teachers do not provide pupils with clear guidance on what they are expected to achieve and how they can improve their understanding and skills. As a result, pupils do not make enough progress.
- The feedback teachers provide on pupils' work often only identifies what they have done well. As a result, pupils do not always understand how they can improve their work. Nor are they encouraged to correct mistakes promptly. Consequently, errors are sometimes repeated.
- Teachers do not use the information they have about pupils' previous learning well enough to set work that is at the right level. As a result, in some lessons, activities lack challenge for the more able pupils.
- Teachers plan activities that interest and motivate the pupils, engaging them well in learning.
- Teaching assistants provide appropriate support that enables lower-ability pupils and those with special educational needs to make expected progress in lessons. They also provide effective help and guidance to small groups of pupils to improve their skills in reading, writing or mathematics. On occasions, they do not give pupils enough time to work things out for themselves.
- Classroom displays celebrate the work of the pupils. Other displays provide learners with clues and guidance that they can use to help develop and improve their work.

The achievement of pupils**requires improvement**

- Pupils' progress, from their individual starting points until they leave in Year 6, in reading, writing and mathematics requires improvement. Pupils make better progress in writing than in mathematics. In 2013, there was a serious dip in attainment at the end of Year 6 in reading, writing and mathematics. The school's information shows that this was reversed in 2014, with improved achievement in these subjects.
- The more-able pupils do not achieve as highly as they should and the progress they make is inconsistent between subjects. The head of teaching and learning recognises this is an issue. To increase the rate of learning the school has begun to provide greater challenge and raise the expectation of what the more able pupils can achieve. The work seen in pupils' books indicates pupils are beginning to make more rapid progress.
- The achievement of disabled pupils and those with special educational needs also requires improvement. Teaching assistants now provide better support through effective questioning and by acting as a sounding board for pupils to test their ideas.
- Reading is now well taught within the school. The proportion of pupils achieving the expected standard in the national phonics screening check has risen over the last three years. The school's work is supported by parents taking the time to listen to their children reading at home. The pupils learn the sounds letters make (phonics) early in their school careers. They are able to use this knowledge when they come across unfamiliar words by blending the sounds the letters make to read the tricky word. Older pupils read with increasing fluency and intonation. They enjoy reading and can list their favourite books and authors.
- The school provides effective support to ensure disadvantaged pupils are able to succeed. The information the school holds indicates they are now making expected progress. There is an extremely small number of disadvantaged pupils in the school so comparisons with pupils nationally are not possible.

The early years provision**is good**

- The head of teaching and learning has improved the organisation of children's learning and this has made sure that they are well prepared for the move to Year 1.
- Children join the school with skills that are broadly typical for their age, but these vary from year to year, depending on the needs of particular children. Through improved teaching, they learn the routines of the classroom quickly and make good progress. Over the last two years, all of the children have achieved a good level of development by the end of the Reception Year.
- Children in the Reception group learn well due to good teaching. The class is supported by skilled staff who are all confident to lead small-group activities. In one session on the topic of weather, the children worked together to build a snowman using shredded paper and glue. They shared materials well and paid attention to staff when given instructions. Good questioning made them think about how they could 'make snow' and this generated some interesting ideas, including going to the Antarctic and simply getting some.
- The behaviour of the children, both socially and when working on an activity, is good. They are interested in what they are doing and can remain focused for an extended period of time. In teacher-led activities, children listen carefully and, in a phonics session, could recall the letter sounds they had been learning.
- Children's work is collected and kept in books known as learning journals. These journals allow staff to monitor and record children's progress. They show that children make good progress, especially in writing. The school has a very good relationship with parents. The learning journals are used to show parents how well their children are doing.
- The safeguarding arrangements and procedures in the Reception Year and Key Stage 1 class ensure that the children are cared for and kept safe.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	113135
Local authority	Devon
Inspection number	448164

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	26
Appropriate authority	The governing body
Chair	Lee Rose
Headteacher	Head of Teaching and Learning: Andrea Sims Executive Headteacher: David Fitzsimmons
Date of previous school inspection	5–6 May 2010
Telephone number	01409 281432
Email address	admin@bradford.devon.sch.uk

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