

# Inspection of Bradford Primary School

Bradford, Holemoor, Holsworthy, Devon EX22 7AB

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Inspection dates: 14 and 15 June 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Previous inspection grade Not previously inspected under section 5 of the Education Act 2005

## **What is it like to attend this school?**

Pupils' day-to-day experience at Bradford Primary School reflects leaders' vision of, 'Nurture, flourish and succeed together as a loving family of learners.' Pupils, parents and staff consider the school to be a special place. They say that all pupils are treated as individuals with specific talents. Leaders take the time to get to know pupils' individual needs well. They use this information to create learning where all pupils can experience success.

Pupils try their best and show positive attitudes to their learning. Most pupils have a 'can do' attitude. They show determination to meet leaders' high expectations. Pupils know that only their best effort is good enough. They are proud of their school because, 'it is like a family'.

Pupils take responsibility for their actions. They behave consistently well throughout the school day. At social times pupils take turns, show kindness and cooperate well with others. Bullying is rare. Pupils know that adults would not tolerate it, and they would receive help quickly.

Parents appreciate the wide range of extra-curricular opportunities that leaders provide. These include water sports, sign language and gardening.

## **What does the school do well and what does it need to do better?**

Pupils learn to read through a well-thought-out reading programme. Leaders prioritise reading. Most pupils are confident and fluent readers in Year 2 and beyond. They read books that match their reading ability. Adults regularly listen to pupils read. They use this opportunity to check if pupils need extra help to catch up. Pupils enjoy listening to adults read aloud. This happens often. Pupils listen to stories from a range of authors and genres. They talk with confidence about their favourite authors. Leaders plan regular training to ensure that the teaching of reading is consistent and effective. All staff understand the school's chosen approach to phonics. Children in the early years benefit from carefully chosen books that celebrate diversity.

Pupils learn through an ambitious curriculum. Leaders have considered the key knowledge they want pupils to gain. The curriculum design supports pupils to think about what they already know. Consequently, pupils build knowledge well. Teachers use assessment effectively to check what pupils know and remember. There are regular opportunities for pupils to recall their prior knowledge. Teachers have a secure understanding of the subjects they teach. They say that there are 'experts' in each subject across the trust to provide help and guidance. The curriculum is implemented well but leaders have not had the opportunity to fully evaluate its effectiveness. There are some inconsistencies, for example, the depth of knowledge that pupils know and remember in all subjects.

Teachers provide interesting and engaging activities that promote pupils' curiosity, starting in the early years. Leaders consider how children in the early years can be best prepared for the next stage in their education. There are many opportunities for children to develop their early communication skills.

Leaders check that all pupils receive the help they need to learn well. They make skilful adaptations to enable pupils to know more and remember more. Leaders balance this with supporting pupils to develop their confidence and independence. As a result, pupils are well prepared for further learning.

Leaders plan a range of trips and residential visits. Pupils develop their understanding of the world beyond their rural community. Pupils learn about people with different beliefs. They say that being different would not stop anyone from feeling part of the team at Bradford School. Pupils contribute to charitable fundraising activities in the local community. Leaders prepare pupils well for their roles as citizens in modern Britain.

Staff, including those at the early stages of their career, feel extremely well supported in their roles. They feel that leaders empower them to be the best that they can be. All staff appreciate the support and challenge they receive from leaders across the trust. 'We are a small school but part of a big team', was a typical comment.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders' actions ensure that there is a strong culture of safeguarding. All staff understand that 'it could happen here'. They receive frequent and relevant safeguarding training. Staff know how to spot possible signs of abuse. Concerns are recorded and acted on quickly. Leaders act as a voice for vulnerable families. They ensure families receive the right help when they need it.

Pupils learn about personal safety, including consent, from specialists, such as the NSPCC.

Recruitment checks are thorough. Leaders record the checks accurately on the single central record.

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

### **(Information for the school and appropriate authority)**

- The curriculum is relatively new. It is implemented well, but leaders have not had the opportunity to fully evaluate it. There are some inconsistencies, for example, the depth of knowledge that pupils know and remember in each subject. Leaders need to evaluate the curriculum and consider where further improvements can be made.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	145346
<b>Local authority</b>	Devon
<b>Inspection number</b>	10227708
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	14
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Tania Skeaping
<b>Principal</b>	Lisa Paton and Jo Luxford (Executive Principal and Associate Principal)
<b>Website</b>	<a href="http://www.bradford.devon.sch.uk">www.bradford.devon.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Bradford Primary School joined Dartmoor Multi-Academy Trust in January 2018.
- Leaders do not use any alternative provision.
- There are no pupils in the Reception Year or Year 1.
- There are two pupils who access part-time nursery provision.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the associate principal, the executive principal, the special educational needs coordinator, members of staff, parents and representatives from the trust.

- Inspectors carried out deep dives in early reading, mathematics and history. For each deep dive, inspectors met with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors checked the procedures for keeping pupils safe including scrutinising the single central record.
- An inspector checked all survey responses, including 15 from staff and seven from parents. This included considering the five responses to Ofsted's Parent View free-text service.
- Inspectors met with pupils and staff to gather their views and find out what is it like to be part of the school.
- An inspector met with parents at the school gates at the end of the school day.
- Inspectors looked at the school's plans for improvement, minutes of meetings, monitoring documents, safeguarding records and reports from the trust.

### **Inspection team**

Jane Dennis, lead inspector

Her Majesty's Inspector

Matthew Shirley

Ofsted Inspector

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