

Bradworthy Community Primary School

Inspection report

Unique Reference Number	113136
Local Authority	Devon
Inspection number	325759
Inspection dates	12–13 May 2009
Reporting inspector	Anne Newall

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 on roll	
School (total)	142
Government funded early education provision for children aged 3 to the end of the EYFS	16
Appropriate authority	The governing body
Chair	Barry Radford
Headteacher	Richard Stephenson
Date of previous school inspection	12 June 2006
School address	Bradworthy Holsworthy Devon EX22 7RT
Telephone number	01409 241365
Fax number	01409 241365

Age group	4–11
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Introduction

The inspection was carried out by one additional inspector.

Description of the school

Bradworthy is a smaller than average primary school with a rising roll, situated in a rural village in north Devon. There is considerable variation in the number of pupils in each year group. The percentage of pupils eligible for free school meals is much smaller than the national average although rising. There are no pupils from ethnic minority groups or with English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is lower than the national average and there are two pupils with a statement of special educational needs. There are currently no looked-after pupils.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Bradworthy is a good and very inclusive school which is valued highly by its pupils and their parents. As one parent wrote, 'In a nutshell, you couldn't hope for a better school than this for your children.' Many parents who responded to the inspection questionnaire expressed their appreciation of the commitment and care shown by staff and praised the wide range of opportunities given to their children to develop physical and creative skills, as well as academically. The outstanding care, guidance and support provided by staff, together with an exciting, well-taught curriculum and a broad range of extra-curricular activities, result in pupils displaying exceptional levels of personal development and well-being and achieving above average academic standards.

Inspirational leadership by the headteacher has created an ethos where the all-round development and education of each pupil is the goal of all staff. They are committed to ensuring there are no barriers to pupils' participation in curricular or extra-curricular activities, and the school makes excellent use of partnerships with a wide range of external groups and agencies to support the pupils. Identification of, and provision for, pupils with learning difficulties and/or disabilities is excellent. Throughout the school, good and sometimes outstanding teaching of the increasingly creative curriculum helps to ensure pupils enjoy their education. As a result, pupils thrive. However, teachers make limited use of the pupils' abilities in information and communication technology (ICT) in other curriculum areas. Pupils are extremely polite and courteous, respectful of adults and each other, and show excellent behaviour.

Children make good progress through the Early Years Foundation Stage. Due to improvements in curriculum provision and the introduction of a detailed assessment system, results in Key Stage 1 national assessments and Key Stage 2 national tests have risen since the last inspection. They represent good progress from the pupils' starting points. Most pupils currently in the school are making good progress, but those with learning difficulties and/or disabilities are doing exceptionally well because of the high quality support they receive.

School leaders are increasingly monitoring their subjects, but mainly on an informal basis as and when the opportunity arises. However, they know the pupils well, and are making greater use of detailed assessment information to support improvements. Improvement planning, too, lacks fine-tuning. Success criteria are not related to expected changes in outcomes and opportunities to evaluate improvements are not built into plans. Changes have been effective because of teamwork and commitment of the headteacher and staff rather than because of a secure planning system. Improvements made since the last inspection, however, including the changes to the curriculum and the detailed assessment system, do demonstrate that the leadership and management provide the school with a good capacity to improve.

Governors are well informed and knowledgeable, and are developing their role in monitoring the work of the school. The school makes an outstanding contribution to community cohesion through a wide range of activities in the local community as well as through visits and links further afield in the United Kingdom and globally.

Effectiveness of the Early Years Foundation Stage

Grade: 2

School staff liaise closely with the local pre-school and with parents as part of an effective induction process which gives the children entering the Early Years Foundation Stage a secure start, enabling them to settle quickly and become independent learners. Children in the current Early Years Foundation Stage entered the school with levels of skills and abilities slightly below those expected for their age. Due to good teaching and well-planned activities, they have made good progress during the year. As a result they are now working at an average level of development in most areas of learning, although their knowledge and understanding of the world is less well developed. The current Year 1 pupils also made good progress in the Early Years Foundation Stage, but again their attainment was lower in knowledge and understanding of the world. There are limited planned opportunities for children to develop their skills in this area. In lessons, however, staff are skilful in meeting the needs of these young children, using their in-depth knowledge of each child to plan activities which excite and interest them, and which have a purpose. For example, the children making salt dough items to stock the role play bakery happily discussed different types of items that would be found in a bakery, and which they liked the most. The children's language is developed through careful questioning and encouragement, which gives them confidence. The children's personal development and well-being are outstanding. They cooperate thoughtfully, support one another in activities, play imaginatively for extended periods of time and display excellent behaviour. Warm relationships between staff and children create a nurturing environment where excellent attention is given to the children's welfare. Children are encouraged to take responsibility for their own safety, for example when playing outside on multi-level surfaces. The nature of the outdoor area limits opportunities for its use because fixed structures lack flexibility. Through monitoring the work of the Early Years Foundation Stage, school leaders have identified appropriate areas for improvement, and staff make good use of assessment data to monitor the progress of each child and to plan the next steps in learning.

What the school should do to improve further

- Develop the use of information and communication technology throughout the curriculum.
- Increase opportunities for the youngest pupils to learn about the world around them.
- Fine-tune the planning for improvement and make monitoring more systematic, developing the monitoring role of subject leaders.

Achievement and standards

Grade: 2

Achievement is good throughout the school, as a result of skilled and enthusiastic teaching, which excites and motivates the pupils, and a creative and rich curriculum. Standards across the school are good and have risen since the last inspection. In particular, the summer 2008 Key Stage 1 assessments showed that pupils achieved

exceptionally high standards in writing, and well above average standards in reading and mathematics. At the end of Key Stage 2 in 2008, pupils attained standards well above the national average in English and mathematics and above the national average in science. Close assessment of each pupil's work enables teachers to plan for the next steps in learning and teachers set high expectations for their pupils. Consequently, pupils continue to make good progress and achieve generally high standards throughout the school. The progress of pupils with learning difficulties and/or disabilities is outstanding because their individual needs are carefully identified, and excellent support is provided to ensure they are met.

Personal development and well-being

Grade: 1

Pupils are kind and considerate, and have a strong sense of right and wrong. Their spiritual and cultural development is extremely well encouraged through the curriculum, particularly in religious education, music and art. Pupils make the most of the outstanding range of enrichment opportunities available to develop their physical and creative interests. They have an excellent understanding of how to live a healthy lifestyle and are taught valuable life skills that are appropriate to their coastal location, such as water safety through learning to swim, kayak and surf. All pupils in Key Stage 2 are given the opportunity to participate in action-packed residential activities, which give them new experiences and confidence. Pupils say they enjoy their work, and even say they want more mathematics and reading lessons. The pupils' very positive attitudes are reflected in their good attendance and their perseverance with work. As one parent said, 'It is a fantastic school providing a wide range of interests and activities for its pupils, and which has a team of staff that nurture the children.' The school plays a strong role in the community, with many events such as Christmas and summer fairs, art displays and community fun days. Recently, older pupils used mathematical and literacy skills to carry out research and present a report on the local play area, which the parish council is currently considering. Older pupils are mature and sensible, and show a strong sense of responsibility, taking care of younger pupils and modelling excellent behaviour. They say there is no bullying: 'Everyone is friends and we get on really well.' New pupils are helped to settle quickly. The pupils' understanding of finance is developed carefully, for example through designing, making and costing items to sell at the fairs. This, together with their excellent teamwork and good levels of literacy and numeracy give the children valuable skills which make an outstanding contribution to their future economic well-being.

Quality of provision

Teaching and learning

Grade: 2

Good and sometimes outstanding teaching built upon a foundation of secure subject knowledge leads to most pupils making good progress and enjoying their learning. The best teaching is seen in creative lessons which capture the pupils' imaginations and where resources are innovative and carefully planned, designed to appeal to the pupils. For example, the use of a painting on a museum website generated excellent opportunities for pupils to develop their skills of inference, deduction and empathy,

and an exciting technology challenge promoted teamwork, co-operation and fun! Teaching, though still good, is less effective when pupils are not given sufficient opportunity to talk to one another or time to practise their skills, or when opportunities to use ICT are missed. Teachers value the children's contributions and take care to capitalise on items brought from home, for example the model ships brought in by pupils in response to the exciting story they are reading, which prompted much discussion. Careful tracking of pupils' achievement is increasingly being used by teachers to set targets for progress, which are being shared with the pupils, and older pupils are being encouraged to assess their own work. This is motivating, as pupils can clearly see how much progress they are making. The use of specialist teachers for art, music, Spanish and physical education is a strength which shows in the high quality work produced by the pupils.

Curriculum and other activities

Grade: 1

In recent years the staff have focused upon making the curriculum more creative and exciting, to appeal to pupils' interests. It is enriched by numerous visits and visitors to bring learning alive, to give pupils memorable experiences and to develop their confidence. All pupils in Key Stage 2 have the opportunity to attend residential visits, for example to Bristol and London, where they learn about a range of diverse communities as well as attending the theatre and going on the London Eye. Though opportunities to use ICT in lessons can be missed, planned cross-curricular links between literacy and numeracy and other subjects or activities are well developed: for example writing inspired by photographs taken during a day trip, and numeracy through responsibility for stalls at the school fair. A strength of the curriculum is the use of the locality to bring learning alive, from sailing on the local lakes, walking a 12 mile stretch of the local river to its source, and visiting Bideford to learn about life there in Tudor times.

Care, guidance and support

Grade: 1

The care, guidance and support given to the pupils are outstanding. Policies and procedures for safeguarding pupils are sound and pupils' health and safety are promoted through thorough risk assessments and day-to-day practice. Pupils are taught to look out for one another, use tools safely and be vigilant without being fearful. The staff demonstrate a high level of commitment to encouraging the pupils to achieve not just academically but personally. They provide a safe, supportive environment which enables pupils to 'have a go' without fear of failure. The school has developed an extremely detailed assessment and record-keeping system for each pupil, which includes not only their academic progress but also their achievements and activities in other areas, such as participation in the school play or in the Dartmoor walking challenge. Pupils and parents value this support for all aspects of their child's development and welfare. Strong links with external agencies such as speech and language therapists, the school nurse and the educational psychologist ensure that additional support and help is put into place when needed. Teachers use written marking and discussion with pupils very well to ensure they know what to do next.

Leadership and management

Grade: 2

The headteacher has provided inspirational leadership in a united staff team, whose goal is to nurture each pupil and develop their individual interests whilst also ensuring they make good academic progress. A recent innovation has been the development of a detailed assessment and record keeping system which has enabled the development of each pupil to be closely monitored by the teachers on a regular basis. As a result, any pupil seen to be potentially underachieving is provided with extra help until they are back on track. This is enabling the school to personalise learning and set realistic yet challenging targets for academic progress. Development planning targets the right areas but plans do not outline detailed strategies nor identify ways in which the school can keep a check on whether strategies are working. This has not caused a problem so far, but is a weak link in the system. Although the role of subject leaders is underdeveloped, they have begun to make more use of data analysis to judge progress and standards in their subject areas. They report to governors regarding the developments in their subject areas, as well as on standards and achievement.

The school's contribution to community cohesion is outstanding. Pupils work very closely with their local community, and also have good opportunities to learn about life in diverse communities in the United Kingdom. The newly created link with a school in The Gambia has already engendered discussion amongst pupils about school life in that country. Pupils made it clear that they value each person for who they are, not what they are.

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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 capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good is the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ 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/or disabilities make progress	1

¹ 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.

Personal development and well-being

How good are 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	2
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	1

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
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 eliminated	1
How well does the school contribute to community cohesion?	1
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	2
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

Annex B



14 May 2009

Dear Pupils

Inspection of Bradworthy Community Primary School, Holsworthy, EX22 7RT

Thank you very much for the warm welcome you gave me when I visited your school this week. I think your behaviour and manners are excellent, and it was a pleasure to see how well you get along together. You are right to be proud of your school and your own achievements. I thoroughly enjoyed my visit to your school garden where some of you chatted to me about the plants you are growing, and seeing the wonderful art exhibition you had put on for the village.

You attend a good school which is well led by the headteacher, and where all your teachers take care to provide interesting lessons which match your needs and interests. This means that you make good progress and achieve high standards. The huge variety of visits and visitors, together with all the clubs and the specialist teaching for Spanish, PE, art and music, give you excellent opportunities to develop your interests and grow up with confidence.

To make your school even better, I have asked your headteacher and all the staff to:

- use ICT in more of your lessons
- give the youngest pupils more opportunities to learn about the world around them
- plan for changes more clearly and check on how the changes are working, helping teachers who are in charge of subjects to be better involved.

You can help by continuing to try your best.

Yours faithfully

Anne Newall
Lead inspector