

Inspection of a good school: North Bradley CofE Primary School

Church Lane, North Bradley, Trowbridge, Wiltshire BA14 0TA

Inspection dates:

8 and 9 December 2021

Outcome

North Bradley CofE Primary School continues to be a good school.

What is it like to attend this school?

Pupils are proud to attend this happy and welcoming school. Christian values are at the heart of school life. This motivates pupils to care for others and behave well. Leaders have high expectations of pupils. Pupils are confident to try new learning. 'Everyone puts 100% effort into their work' is a comment typical of pupils at North Bradley.

Pupils learn in a calm and purposeful environment. They understand the school's expectations and routines. Breaktimes are enjoyable. Staff provide pupils with a range of activities to take part in. Pupils feel safe and well cared for. Bullying is rare. When bullying happens, staff take it seriously and act quickly.

Leaders expect all pupils to become thoughtful, responsible citizens. Pupils are encouraged to take an active part in school life. Leaders include pupils when making decisions. For example, pupils chose the range of clubs available. Pupils enjoy the 'Friday thanks' where they discuss their opinions about relevant topics. They learn the importance of valuing others equally. Most parents are happy with all the school has to offer.

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

Leaders have designed an ambitious curriculum which enables pupils to achieve well. Curriculum plans set out what leaders expect pupils to learn at each stage, starting in Reception. The early years curriculum gives children a strong foundation for future learning. Staff prioritise developing children's language and communication skills. They use stimulating resources to help children remember what they have learned.

Pupils achieve well in most subjects. Staff use assessment to check for any gaps in pupils' learning. Pupils demonstrate they remember previous learning before moving on. This helps teachers plan challenging learning building on what pupils already know. In mathematics, where this work is strongest, pupils use what they know to solve problems. In a few subjects, plans are new. Teachers' knowledge and skills in implementing these

plans are less well developed. For example, in history, pupils are not able to remember enough of what they have been taught.

Leaders prioritise reading. Staff are well trained in the school's phonics programme. They use effective methods to help pupils learn to read. Children learn phonics as soon as they start Reception. Staff choose books which match the sounds pupils know. Pupils who fall behind are swiftly helped to catch up with their peers. As a result, most pupils learn to read fluently by the end of Year 1. Children in the early years love hearing stories read to them.

Leaders have improved the reading curriculum for older pupils. They have increased the range of books that pupils read. Staff inspire pupils to read avidly. Pupils enjoy the 'fun read' sessions where they discuss new authors and make recommendations. Pupils talk with enthusiasm about the books that teachers read to them. They know that being a good reader is pivotal to successful learning.

Leaders expect pupils with special educational needs and/or disabilities (SEND) to learn an ambitious curriculum. Leaders identify pupils' needs accurately. Teachers adapt their plans so that pupils with SEND can learn successfully. Pupils receive additional support from skilled adults. However, some parents of pupils with SEND feel they do not know enough about their child's progress.

Pupils' attitudes to learning are positive. They are clear about adults' expectations of their behaviour. Staff use consistent approaches. As a result, disruption to learning is rare. Leaders have made sure well-considered plans are in place to help vulnerable pupils to manage their behaviour effectively.

Leaders provide well for pupils' personal development. Pupils learn to be respectful and tolerant of others. They understand about different forms of discrimination. Pupils learn about diverse faiths and cultures in lessons and assemblies. A wide range of school trips, visitors and clubs develop pupils' learning and interests beyond the classroom. They relish taking up leadership opportunities, such as leading fundraising activities or becoming house captains.

The headteacher and senior leadership team provide effective leadership. Staff appreciate how leaders support their well-being. Governors understand the school's strengths and weaknesses accurately. They challenge and support school leaders well. Some curriculum leaders do not yet monitor pupils' progress well enough in their subject. Senior leaders have plans in place to address this.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have made sure that safeguarding is everyone's priority. Staff are well trained and understand the risks and challenges pupils and families face. Leaders work well with other agencies to provide the necessary support. They keep clear and detailed records, with

dates and actions recorded. Leaders ensure they carry out appropriate checks on the suitability of staff.

Pupils learn how to keep themselves safe through the curriculum. Pupils learn about healthy relationships and how to recognise risks, including when online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some curriculum leaders do not yet monitor pupils' progress through their subject well enough. This has hampered their ability to improve the subjects they lead. Senior leaders need to ensure that subject leaders develop their skills to ensure that all teachers deliver their curriculum plans well.
- Most parents are pleased with the provision for their children. However, a small number of parents expressed concerns about communication with the school, in particular parents of pupils with SEND. Leaders need to strengthen communication with parents so that parental concerns are addressed quickly.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in May 2016.

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

Unique reference number	126344
Local authority	Wiltshire
Inspection number	10199756
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	199
Appropriate authority	The governing body
Chair of governing body	Becky Denmeade
Headteacher	Kelandie Ash
Website	www.northbradley.wilts.sch.uk
Date of previous inspection	10 and 11 May 2016, under section 8 of the Education Act 2005

Information about this school

- The headteacher joined the school in September 2016. A new chair of governors took up the post in October 2021.
- The school uses two unregistered alternative providers.
- The school is designated as having a religious character and received its section 48 inspection in March 2016, when this aspect of the school's work was judged to be outstanding.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in their evaluation.
- The inspector met with the headteacher, deputy headteacher, special educational needs coordinator and early years leader, subject leaders, a group of staff, two members of the governing body and a representative of the local authority.
- The inspector carried out deep dives in early reading, mathematics and history. For each deep dive, the inspector met with subject leaders, reviewed curriculum plans,

visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.

- The inspector also reviewed curriculum plans in design technology, science, geography, personal, social and health education and music.
- To evaluate the effectiveness of the safeguarding arrangements in the school, the inspector spoke to members of staff and pupils. The inspector spoke to the designated safeguarding lead about arrangements for keeping pupils safe and reviewed safeguarding documentation.
- The inspector considered 36 responses to the questionnaire, Ofsted Parent View, and 30 free-text responses. The inspector spoke with parents at the start of the school day.

Inspection team

Claire Mirams, lead inspector

Ofsted Inspector

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