

# Burton Bradstock Church of England Voluntary Controlled School

Church Street, Bridport, DT6 4QS

**Inspection dates** 2–3 June 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Leadership and management		Good	2
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:

- The quality of teaching has not been consistently good enough over time to reverse the decline in performance since the last inspection.
- Pupils' do not make good progress across the school in developing their writing skills. Pupils have too few opportunities to write at length in literacy, especially in Years 1 to 4.
- Pupils do not consistently apply their knowledge of spelling, grammar and punctuation well enough in their written work.
- Too few pupils reach the highest levels of attainment by the end of Key Stage 1.
- Teachers' marking does not always help pupils to improve their work because pupils have too few opportunities to act on advice they are given. This limits their ability to make the necessary improvements.
- Some teachers do not insist pupils take sufficient pride in their handwriting and presentation of their work.

### The school has the following strengths:

- The headteacher and governors are now setting more ambitious targets for staff. They have secured rapid improvements in teaching and pupils' achievement during this academic year, particularly in reading and mathematics.
- Pupils with special educational needs are very well supported. They make good progress from their starting points.
- Children in the early years achieve well because of good teaching and leadership.
- The school provides a calm and nurturing environment in which pupils behave well.
- Pupils are safe and well cared for. Parents and carers express confidence in the school's work in this area.
- Leaders promote pupils' social, moral, spiritual and cultural development exceptionally well. A carefully planned and exciting curriculum.
- Governors now ask pertinent questions and routinely challenge leaders about the progress of all pupils.

## Information about this inspection

- The inspector observed eight lessons or parts of lessons, including one whole-school assembly. In addition, he listened to some Year 2 and Year 6 pupils read.
- The inspector conducted a focused tour of the school with the headteacher, looking at the effectiveness of the school's curriculum and classroom displays.
- Meetings and discussions were held with the headteacher, senior and middle leaders, teachers, pupils and five members of the governing body. A telephone discussion took place with a representative from the local authority.
- The views of 23 parents who responded to Parent View (the online questionnaire) were analysed. The inspector took into consideration discussions with parents, including written correspondence. Questionnaire responses from 16 members of staff were also analysed.
- The inspector scrutinised a range of documentation, including the school's information on pupils' attainment and progress, school development plans, work in pupils' books, safeguarding documents and information relating to the management of teachers' performance.
- The inspector spoke to pupils during their lessons and at break times.

## Inspection team

Dale Burr, Lead inspector

Seconded Inspector

## Full report

### Information about this school

- This is a smaller than average-sized primary school.
- Almost all pupils are White British.
- Pupils are taught in four mixed-age classes: Reception and Year 1; Years 1 and 2; Years 3 and 4; and Years 5 and 6.
- The proportion of disadvantaged pupils supported by the pupil premium is below the national average. This additional funding is for pupils who are eligible for free school meals or those who are looked after by the local authority.
- The proportion of pupils who have special educational needs is above the national average. There are no disabled pupils at the school.
- The school meets the government's current floor standards, which are the minimum standards set for pupils' attainment and progress by the end of Year 6.
- Children in the Reception class attend full time.
- The school has a range of links to other primary schools as part of their membership to The Jurassic Coast Teaching Schools' Alliance.

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

- Further improve the quality of teaching and raise pupils' achievement by ensuring that:
  - teachers raise their expectation of what pupils can achieve in writing so that pupils, especially in Key Stage 1, are able to write at length using the correct spelling, punctuation and grammar
  - pupils act on the advice in teachers' marking so they can improve their work
  - teachers expect a high standard of handwriting and presentation.

## Inspection judgements

### The leadership and management are good

- Leaders and governors provide a clear sense of ambition and direction for improvement, which is shared by staff, parents and pupils. Following a drop in standards in 2014, leaders have worked resolutely to reverse the decline in pupils' achievement by eradicating nearly all teaching that does not lead to good progress.
- The headteacher is supported by an effective team, including middle leaders. They are taking an increasingly active role to drive the school forward. For example, rigorous checks on teaching, good use of additional training and guidance in mathematics have improved classroom practice and pupils' achievement. However, leaders recognise that pupils' achievement in writing is not good enough and lags behind that in reading and mathematics.
- Leaders use a well-focused school development plan to help tackle the key areas for improvement. The planned actions are precise and clearly identify what improvement is needed and how impact will be measured. The school's own data on pupils' progress, the quality of learning in lessons and pupils' workbooks show that standards are accelerating rapidly, especially in mathematics and reading.
- Leaders use the pupil premium funding well to support the small number of disadvantaged pupils. At the end of Year 6, gaps between the attainment of eligible pupils and others in school have closed in reading and are closing rapidly in writing and mathematics.
- The leader of special educational needs is effective in identifying and supporting pupils' individual needs. Additional guidance, such as a programme to improve mathematics, has considerably improved pupils' written calculation skills. Consequently, pupils with additional needs make good progress.
- The school promotes pupils' social, moral, spiritual and cultural development exceptionally well through assemblies, visits and first-hand experiences. A well-devised curriculum, taking into consideration both local and global themes, engages pupils and motivates them to learn. Pupils have many opportunities to work collaboratively and learn new skills and knowledge, such as the whole school visit to Charmouth Heritage Coast Centre to learn about coastal environments, erosion and fossils.
- Pupils take part in significant events, such as the general election, to raise awareness and reinforce their understanding of British values and life in modern Britain. The school's own election enthused pupils to research, write manifestos, canvass support and deliver speeches. Pupils show an understanding of democracy and tolerance of difference so that discrimination in any form is not tolerated. A typical view expressed by pupils is that; 'Everyone is treated fairly and we are all equals.'
- The school uses the sports funding very well to provide all pupils with specialist teaching and coaching in a wide variety of sports, such as dance, swimming, gymnastics and golf. Pupils are enthusiastic about the choice of sports on offer and the opportunities to develop their leadership skills. They told the inspector that 'sports ambassadors help keep everyone fit and healthy'. Leaders' monitoring shows high levels of participation in physical education.
- Good support from the local authority has been central to the recent improvement. In addition, The Jurassic Coast Teaching Schools' Alliance has supported the school to improve the teaching of mathematics. This has led to more teaching that is good or better.
- The headteacher encourages parents to play a key role in their children's learning. Parents support the school, and this is confirmed by the positive responses to Parent View, and individual letters of appreciation. They are particularly pleased about the 'unique family feel' and 'the strong community values'.
- Safeguarding arrangements throughout the school are highly effective. Leaders and governors use their knowledge from training to check that statutory requirements in relation to protecting children are all met.

### The governance of the school:

- Good governance, especially in the past year, has brought about improvements to teaching and pupils' achievement. Governors ask challenging questions to hold the school to account for its performance. They have a clear understanding of pupils' performance data so they know where improvements are needed. They regularly find out for themselves whether planned actions have had sufficient impact on school improvement priorities, for example, by checking the difference the pupil premium is making to disadvantaged pupils. Historically, performance management arrangements were not sufficiently strong. Under more focused and ambitious leadership, governors make sure that teachers' salary progression is linked to pupils' achievement. Underperformance is tackled effectively and, as a result, the quality of teaching and pupils' progress are improving. Governors keep a close eye on the school's finances and are not afraid to make difficult decisions to ensure that outcomes for pupils continue to improve.

**The behaviour and safety of pupils are good****Behaviour**

- The behaviour of pupils is good. Pupils are friendly and courteous and display excellent manners when speaking to adults and peers. They told the inspector, 'We are kind and caring because our school is small and we are all friends.' Pupils say that behaviour in the school is good.
- Pupils behave well in lessons. Teachers use an 'effective learner checklist' to help the pupils know and understand what is expected of them and how to behave in a range of situations. Pupils know that good behaviour helps them learn and do well in lessons.
- Pupils take their roles and responsibilities, such as assembly monitors and anti-bullying ambassadors, seriously. They make a significant contribution to the calm and positive atmosphere in the school.
- Pupils have a good awareness of the different types of bullying, such as physical and cyber bullying. Anti-bullying ambassadors help resolve any minor conflicts and reinforce the importance of the school's values of 'respect, fairness and forgiveness'. Pupils say that bullying does not happen.
- School records confirm that misbehaviour is rare. The few pupils with challenging behaviour are managed and supported well, so that other pupils' learning is not disrupted.
- Behaviour is not outstanding. Pupils' attitudes to their work are not outstanding because not all readily respond to improve their work in the light of teachers' comments or take the utmost pride in their handwriting and presentation of their work.

**Safety**

- The school's work to keep pupils safe and secure is good. Pupils receive timely guidance to help keep them safe, for example, through assemblies and from visitors. Pupils know the potential dangers posed by strangers or when using the internet. Pupils report that any of their concerns are listened to by adults in the school.
- Pupils' knowledge of safety extends out of school. They know how to keep themselves safe in different situations, for example, on the beach and in the water.
- Parents are confident that their children feel safe. Discussions with the inspector, and all responses to the school's most recent parental survey, agree that the pupils are safe in school.
- Attendance is above the national average and there are almost no pupils who are persistently absent. Systems to track and support pupils' attendance and punctuality, such as trophies and certificates, are proving successful at reducing absence.

**The quality of teaching requires improvement**

- Teaching has not been consistently good enough to ensure that all pupils make good progress from their starting points, particularly in writing. Teachers' expectations of what pupils can achieve have not been high enough to close the gaps in pupils' knowledge, skills and understanding. However, leaders' monitoring of teaching and work in pupils' books indicate that teaching is improving rapidly as a result of leaders focusing closely on teaching, targeting support to improve weaker teaching and rigorously managing teachers' performance.
- Good practice in the teaching of writing is not yet fully embedded throughout the school. As a result, progress in writing is not as rapid as it should be. There are some good examples of pupils' use of grammar and technical language, for example, Year 5/6 wrote poems inspired by Oscar Wilde's 'Symphony in Yellow', using metaphors and personification.
- Not all pupils are in the habit of acting on teachers' advice in order to improve their work despite regular marking and teachers' helpful comments on pupils' work.
- Too many books show that pupils do not demonstrate a high level of pride in their work. Not all teachers insist on high-quality presentation or challenge pupils to produce their very best work.
- Pupils' books show that work is mostly matched to their needs. This is particularly the case in mathematics, where the school leaders ensure that teachers give pupils regular opportunities to solve problems. For example, in Reception, teachers enabled children to solve a problem by counting in twos using shoes, counters and number lines.
- The teaching of reading is effective and pupils learn to read well. Regular 'book worm' sessions allow older pupils to model good reading skills to younger pupils. A dedicated library is well used and pupils speak of their love and enjoyment of reading. Detailed records show that pupils read regularly at school and at home.
- Teaching assistants provide effective support to pupils who have special educational needs. They often lead small-group activities to develop pupils' confidence and skills. Pupils make good progress from their

individual starting points.

- Teaching makes a very good contribution to pupils' social, moral, spiritual and cultural development. Pupils work well in mixed-age groups, know right from wrong and take part in musical, sporting and creative activities. For example, during a creative week, a 'laboratory of outstanding stuff' inspired pupils to find out more about local history.

### The achievement of pupils

requires improvement

- The standards pupils reach at the end of Year 2 and Year 6 are not high enough. In 2014, there was a sharp drop in the standards achieved at both Key Stages 1 and 2 in reading, writing and mathematics. The school's data for 2015, supported by inspection evidence from a scrutiny of pupils' work, show significant improvement, particularly in the proportion of pupils exceeding national expectations in reading and mathematics.
- Weaknesses in the teaching of writing mean that pupils have much lost ground to make up. Positive steps are being taken to improve writing, however pupils in Years 1 to 4 do not always have enough opportunities to write at length or use their handwriting, spelling, grammar and punctuation skills well enough. Consequently, too few pupils reach the higher levels expected for their age in writing.
- Over the last two years, results in the Year 1 phonics (sounds that letter make) check have been below the national average. Leaders have successfully improved the teaching of phonics so that more pupils are on track to reach and exceed the expected level this year.
- Children get a good start to their schooling in the Reception class. They make good progress in all areas of learning. A high proportion of the children achieve a good level of development.
- Achievement of the most able pupils is improving. Leaders regularly review achievement through pupil progress meetings. In a Year 5/6 mathematics lesson, the most able pupils were observed confidently solving ratio problems using a range of strategies. More pupils than previously in Year 2 and Year 6 are on track to achieve the highest levels in reading and mathematics.
- The small number of pupils eligible for additional funding make good progress. In Year 6 in 2014, the school closed the gap between the attainment of disadvantaged pupils and their peers in reading, writing and mathematics. The gap was approximately one term behind other pupils nationally. The widest gap was in pupils' spelling, punctuation and grammar, which was four terms behind other pupils nationally. The current gaps in attainment are closing in all year groups.
- Pupils with special educational needs made good progress from their starting points because of effective support from skilled teaching assistants. The leader of special educational needs and link governor are highly effective in checking the quality of interventions and support provided to these pupils. For example, mathematics interventions programmes in Years 3 and 6 have resulted in significant gains for targeted pupils.

### The early years provision

is good

- Children generally join the Reception class with skills typical for their age, particularly in shape, space and measures and physical development. However, their reading and writing skills are at levels below those typical for their age. They make good progress and achieve well from their starting points, especially in developing their personal and social development and reading skills. The foundations for learning are well established and children are thoroughly prepared for Year 1.
- Leadership of the early years is good. The reception staff work closely to provide children with a wealth of meaningful learning experiences. For example, as part of the Jurassic Coast topic, children made moulds of fossils, painted coastal scenery and wrote poetry. Leaders and staff make sure those children who require extra help, get the support they need to improve. Leadership is not outstanding as there are too few extended writing opportunities for the most able children and consequently children's achievement is not as good as it could be.
- Teaching is consistently good across a wide range of learning activities because adults listen to the children and respond to their ideas. The small outdoor area is well used and enables the children to take part in physical and imaginary play. Weekly 'welly walks' provide a range of opportunities for children to learn from first-hand experiences.
- Children are happy and enthusiastic learners. Behaviour is exceptionally well managed and children are kept safe at all times. Routines are well established and ensure no time is wasted moving between activities. Children are taught to use equipment, such as scissors and gardening tools, safely and sensibly.

- Children's progress and achievements are regularly recorded and celebrated in learning journals (information from ongoing assessments). These provide parents with a good overview of their child's progress throughout the year.

## 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

<b>Unique reference number</b>	113758
<b>Local authority</b>	Dorset
<b>Inspection number</b>	461955

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	86
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Julian Piper
<b>Headteacher</b>	Claire Staple
<b>Date of previous school inspection</b>	16–17 May 2012
<b>Telephone number</b>	01308 897369
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