



# Bratton Fleming Community Primary School

## Inspection Report - Amended

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**Unique Reference Number** 113137  
**Local Authority** Devon  
**Inspection number** 289521  
**Inspection date** 18 September 2006  
**Reporting inspector** Helen Barter

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

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<b>Type of school</b>	Primary	<b>School address</b>	Bratton Fleming
<b>School category</b>	Community		Barnstaple
<b>Age range of pupils</b>	4-11		EX31 4SB
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01598 710337
<b>Number on roll (school)</b>	93	<b>Fax number</b>	01598 710337
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Charlotte Bond
		<b>Headteacher</b>	Anthony Martin
<b>Date of previous school inspection</b>	1 February 2002		

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<b>Age group</b> 4-11	<b>Inspection date</b> 18 September 2006	<b>Inspection number</b> 289521
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## **Amended Report Addendum**

Report updated to resolve formatting inconsistency

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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

This four-class primary school is situated in a village on the edge of Exmoor. Nearly all pupils are White British and all are fluent in English. The proportion of pupils with learning difficulties or disabilities is higher than average. Children's skills and abilities when they enter the school in Reception are broadly average, although some have lower than expected personal and social skills. A significant number of pupils join the school in other year groups. The headteacher teaches for two-and-a-half days per week.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 3

Bratton Fleming is a satisfactory school with several good aspects to its work. It has taken effective action to remedy the weaknesses identified at the last inspection and has improved in a variety of respects, particularly with regard to pupils' behaviour, which is now exemplary, and their good attitudes to learning.

Pupils' achievement and the quality of teaching and learning are satisfactory. Nevertheless, there is variation in the Reception/Year 1 class, where some more able pupils could do better, and the other classes where pupils progress well through good quality teaching and a well-planned curriculum which engages their interest. Pupils reach above average standards by the time they leave school. Those with learning difficulties or disabilities make good progress as a result of high quality support by teachers and teaching assistants. The care, guidance and support given to pupils are satisfactory. Pupils' pastoral care is good and helps pupils learn how to be safe and healthy and to take responsibility for themselves and others. However, the guidance given to support their academic progress is inconsistent. This is particularly the case in marking which does not always help pupils to develop skills to look critically at their own work and make improvements as a result.

The provision for children in Reception is inadequate and weakens the overall quality of education provided. The planned activities do not adequately meet the needs of children, particularly the more able. Not enough use is made of assessment information when planning the next steps in their learning, and so they do not always attain the standards of which they are capable. The school has recognised that this aspect of its provision requires improvement and has begun to take steps to provide advice, support and training. Nevertheless, there is more to be done to ensure that children receive the good quality Foundation Stage experience to which they are entitled, particularly in respect of opportunities for outdoor learning.

The improvement of pupils' personal development has been a significant focus for the leadership and management of the school since the last inspection. Poor behaviour has been rigorously dealt with and has led to improved quality of learning in all classes. Although a few parents feel unsure about how effective leadership and management are, the majority are supportive and appreciate the work that has been done to improve the school. School self-evaluation is satisfactory, governors are mostly well informed about the school's performance and there is satisfactory capacity to improve the school. Although time for the role is limited, subject leaders are beginning to develop their skills in checking the quality of teaching and learning. This needs to be more consistent so that all staff have a clear view of how well pupils achieve in all subjects.

Although the school's overall effectiveness is satisfactory, its performance in respect of the Foundation Stage is inadequate. Before its next Section 5 inspection, Ofsted inspectors may visit the school to monitor the progress that it has made in remedying this weakness. The school would receive two to five days' notice of such a visit.

## What the school should do to improve further

- improve the quality of teaching, learning and the curriculum for the Reception children.
- improve the quality of marking so that pupils learn what is expected of them and understand what they need to do to improve.
- strengthen the capacity of subject leaders to check the quality of teaching and how well pupils are doing.

## Achievement and standards

### Grade: 3

Pupils' achievement is satisfactory, but there is variation between different groups of pupils in the school. Pupils, particularly the more able, in the Reception/Year 1 class are not making enough gains in their learning and are not achieving the standards of which they are capable. This is because work is not planned carefully enough to meet their needs and they are not sufficiently challenged.

Good quality teaching in the next class enables pupils to catch up and reach standards which are broadly average by the end of Year 2. Pupils make good progress in Years 3 to 6, particularly those who join the school at different times, and most meet the challenging targets set for them. There has been a trend of improvement in standards reached at the end of Year 6 over the last three years. In 2005, a more able group of pupils reached standards which were exceptionally high. Test results for 2006 show that standards were above average in English and science and broadly average in mathematics. Good quality support for the large proportion of pupils with learning difficulties or disabilities in this class and reorganisation to enable single-year-group teaching for one year enabled all pupils to achieve well by the end of Year 6.

## Personal development and well-being

### Grade: 2

Pupils' personal development and well-being are good. Pupils are friendly and well-behaved. 'We all get on well and there are loads of kind people', said one girl. Pupils are keen to learn and enjoy stimulating activities. Year 3 and 4 pupils, for example, devised searching questions to ask 'Plop' (the teacher) about how it feels to be an owl and were fascinated by his responses. Pupils' spiritual, moral, social and cultural development is good. Pupils have a good understanding of the needs of others and are keen to take responsibility in class and in the school council. Although actively discouraged by the school, there has been an increasing trend of absence due to term-time holidays which means attendance is satisfactory rather than good.

Pupils have a good awareness of how to stay safe and healthy. They are keen participants in sport and 'huff and puff' and value highly the opportunity to take exercise on the large field at playtimes. They thoroughly enjoy their healthy school meals. Pupils take an active part in their local community and speak positively about the links they have with the village, the church and their performances for local elderly

people. Pupils are developing into well-rounded young people and are well prepared for the next stage of their education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Throughout the school, teachers have warm and positive relationships with pupils and manage their behaviour well. Teaching, support and the activities provided are not effective in the Reception and Year 1 class because they lack challenge and are too often adult-led. Opportunities for children to learn how to choose their own activities are limited and this hampers the development of their independent learning skills. The quality of teaching is good in the other classes. Teachers and teaching assistants give all pupils, including the more capable and those with learning difficulties or disabilities, a good level of challenge and support. Questioning is used well to develop pupils' understanding and thinking skills.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum is satisfactory. Most pupils enjoy learning because they follow a well-planned curriculum which is adapted effectively to meet their needs and which is enriched by a wide range of opportunities. These include creative days when storytellers, authors and visits to places of interest such as Arlington Court stimulate pupils' learning. Pupils' cultural awareness is extended by French tuition in Years 5 and 6 and good links with the local specialist language college. The school places strong emphasis on the importance of regular exercise, as recognised in its Active Mark Gold Award. Pupils' good understanding of healthy lifestyles and safe practices reflect the very good provision for sport and personal, social and health education. The curriculum for the children in the Foundation Stage is inadequate. It is not sufficiently adapted to develop children's independence to best effect. Children's experiences of a full outdoor curriculum are limited by the poor quality outdoor provision.

### **Care, guidance and support**

#### **Grade: 3**

Good and consistent emotional and personal guidance by adults has had a significant impact on improving pupils' behaviour and personal development. Pupils feel valued and safe and say, 'We can go to any adult if we have a problem because we trust them'. Pupils with learning difficulties or disabilities make particularly good progress because they are supported and guided very effectively. The academic guidance provided for other pupils is inconsistent. Marking does not always give them enough guidance on the next steps to improve their work. Pupils say, 'Teachers give you good ideas to help

you think', but they are less sure about what their targets are or how they help them to make their work better.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. The school accurately evaluates that the improvement of behaviour has been very effective and can demonstrate the impact that this had on raising standards amongst older pupils. The leadership and management of the provision for pupils with learning difficulties or disabilities is a significant strength and enables them to make good progress. Leadership in literacy and personal, social and health education is good and is reflected in above average standards in English and pupils' good personal development. Too much responsibility, however, is placed on the headteacher to monitor and evaluate provision elsewhere in the school. As a result, the weaknesses in the Foundation Stage provision have only recently been identified and insufficient monitoring has taken place to evaluate how well suggested improvements have been implemented in this aspect of the school's work. Subject leaders are beginning to develop their roles but have not yet got a full grasp on achievement and standards in every subject of the curriculum.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	4
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	3

<sup>1</sup> 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.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for making the inspectors welcome and talking to us when we came to visit your school. We are writing to you to tell you what we found out on our visit.

You are friendly and polite children and you enjoy coming to school. Your behaviour is excellent and you really appreciate your 'golden time' rewards. You told us that behaviour is so much better in school than it used to be and that this makes you feel happy and safe. You feel well cared for by your teachers and other adults and you know that you can trust them if you want to talk about your worries. You are aware that you need to be fit and healthy. You told us how much you enjoy your healthy school dinners and how lucky you are to have such a huge field to run around on at playtimes to keep you fit. We agree with you!

When you are given interesting work to do that makes you think hard, you learn well. Adults really help those of you who need some extra help. This is good because it means that you do just as well as the other children. You told us that you are well prepared for moving on to secondary school and we agree with you.

We have asked your teachers to work especially hard at improving the following things:

- make sure that the children and pupils in Class 1 learn everything that they are supposed to and get lots of chances to choose their own activities so that they become good at learning on their own
- give you plenty of feedback when marking your work so that you know what you are supposed to achieve and what you need to do to make your work even better
- keep checking that you are all doing as well as you can in every subject that you learn.

I know that you will help your teachers by continuing to work hard and to behave well.