

Inspection of a school judged good for overall effectiveness before September 2024: Burton Bradstock Church of England Voluntary Controlled School

Church Street, Burton Bradstock, Bridport, Dorset DT6 4QS

Inspection date:

10 December 2024

Outcome

Burton Bradstock Church of England Voluntary Controlled School has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Adam Gough. This school is part of Initio Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Liz West, and overseen by a board of trustees, chaired by Debbie Fleming.

What is it like to attend this school?

Pupils are proud to attend this happy and welcoming school. Pastoral support and pupil well-being is high on the agenda. This means pupils feel listened to and well cared for.

As soon as children start school in early years, staff help them identify and understand their emotions. This supports children to control their behaviour. Further up the school, pupils are well mannered and courteous. They hold doors open for one another without being prompted. Pupils are keen to rise to the high expectations for behaviour and achievement the school has for them. They do.

Pupils live out the school's vision statement, particularly of 'doing justice'. They develop a strong sense of community spirit. Pupils conducted a 'stampede by the sea' to raise funds for a local hospice. They recognise the impact their efforts have on providing vital end of life care for members of their locality. Pupils enjoy running the local 'coffee stop'. Here, they sell coffee and cake to the villagers and develop confidence when presenting their learning. The local area is integral to the curriculum, such as pupils partaking in workshops with the National Trust. Through these, pupils are empowered to discuss climate change solutions and how they can all do their part.

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

The school has created an ambitious and well-sequenced curriculum that considers pupils' starting points. Across the curriculum, the most important knowledge and vocabulary pupils need to learn at each stage is set out. Teachers explain this important knowledge to pupils clearly. Teachers ask purposeful questions that deepen pupils' understanding. In early years, staff encourage children to make predictions about how to make shapes and 'have a go'. Pupils develop the resilience to learn new knowledge, for example after teachers unpick their misconceptions. Further up the school, staff determine whether pupils have understood spelling rules. They use misspelled words as a teaching point so that pupils do not embed these. As a result, pupils learn the curriculum and achieve well from their starting points.

In the large majority of subjects, teaching follows the school's ambitious curriculum. In these subjects, pupils develop detailed knowledge. For example, in mathematics, pupils in Year 6 competently explain how to subtract mixed number fractions. They explain how this learning has developed from adding halves in Year 2. In a small minority of subjects, however, the school's curriculum is not always followed with the same rigour. This means some pupils do not build new knowledge based on prior learning closely enough. Consequently, they do not remember the curriculum well over time in these subjects.

Pupils enjoy a wide variety of books and authors, including classical tales. Children learn to read as soon as they start school. They practise reading books that contain the sounds they know well. Staff check how well pupils are learning to read. Any pupils who need additional support are provided with it quickly. This means pupils, including those who previously struggled with reading, read confidently and fluently.

The school is ambitious for each pupil. It has clear processes to identify the needs of pupils with special educational needs and/or disabilities (SEND) effectively. Teachers make careful adaptations to teaching to support these pupils. The school works proactively with external professionals to seek any guidance needed. Pupils with SEND are well supported to successfully learn the curriculum.

The school is a calm place to learn. Pupils have high engagement in lessons. Children from early years are highly inclusive of each other and show maturity. Pupils know the importance of high attendance. The school carefully monitors attendance and provides support to any families who may need it. This means pupils attend regularly.

Pupils are well prepared for the wider world. They learn about current issues in online safety, such as phishing and the use of false imaging. Pupils know how to support their own well-being, for example through limiting screen time. Pupils have a firm understanding of the fundamental British values. They appreciate having a say, for example when voting for pupil leaders. School councillors and lunchtime leader roles give pupils meaningful responsibilities. Pupils enjoy a variety of clubs, including cross country and arts and crafts. This broadens their interests.

Those responsible for governance closely monitor the school's work. They hold leaders to account effectively. They know the school well and have an accurate view of the school's strengths and areas for development. Staff are positive about the support leaders, local governors and the trust provide to help them deliver the curriculum well.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum in some wider curriculum subjects is not always implemented as leaders intend. This means pupils do not develop a deep knowledge of these subject areas. The trust needs to ensure the curriculum is being taught as intended so that pupils build well on prior learning and remember their knowledge over time.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in March 2019.

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.

Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked-after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	142692
Local authority	Dorset
Inspection number	10344712
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	96
Appropriate authority	Board of trustees
Chair of trust	Debbie Fleming
CEO of the trust	Liz West
Headteacher	Adam Gough
Website	www.burtonbradstock.dorset.sch.uk
Dates of previous inspection	26 and 27 March 2019, under section 5 of the Education Act 2005

Information about this school

- There have been changes to leadership since the previous inspection. The current headteacher took up post in February 2022.
- The school is part of Initio Learning Trust.
- The school is designated as having a religious character. The school is part of the Diocese of Salisbury. The most recent section 48 inspection of the school was carried out in May 2017. The school should receive its next section 48 inspection this academic year.
- The school operates its own nursery provision for three- and four-year-olds.
- There is a before-school club for pupils who attend the school.
- The school does not currently use any alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors spoke with school leaders, staff, parents, and representatives from the trust including the CEO, the chair of the board of trustees and members of the local governing body.
- Inspectors visited a sample of lessons, spoke with some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors observed pupils' behaviour in lessons and around the school site. Additionally, inspectors spoke with pupils to discuss their views about the school.
- Inspectors considered responses to the online survey for parents, Ofsted Parent View, including free-text responses. They also looked at responses to Ofsted's online staff and pupil surveys.

Inspection team

Lakmini Harkus, lead inspector

His Majesty's Inspector

Sarah Jane Tustain

Ofsted Inspector

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