

Brisley Church of England Voluntary Aided Primary School

Inspection report

Unique Reference Number	121109
Local Authority	Norfolk
Inspection number	363932
Inspection dates	12–13 May 2011
Reporting inspector	Judith Dawson

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	69
Appropriate authority	The governing body
Chair	David Steele
Headteacher	Liz Hill
Date of previous school inspection	22 November 2007
School address	School Road Brisley, Dereham NR20 5LH
Telephone number	01362 668350
Fax number	01362 668648
Email address	office@brisley.norfolk.sch.uk

Age group	4–11
Inspection dates	12–13 May 2011
Inspection number	363932

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by two additional inspectors. They observed three teachers teaching six lessons. They held meetings with groups of pupils, members of the governing body and staff, and had informal discussions with members of the community who support the school. Inspectors observed the school's work, and looked at data that records pupils' progress, teachers' planning and whole-school plans for improvement, procedures for safeguarding pupils and a range of the schools' policies and procedures. They also analysed 53 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether standards have risen at the end of Key Stage 1, following a dip over the last two years.
- The provision and leadership and management of the Early Years Foundation Stage to see if these have improved on the satisfactory judgement at the time of the last inspection.
- The impact of the schools' community links, the engagement with parents and carers and pupils' contribution to the community.

Information about the school

This small village primary school serves the village of Brisley and nearby villages. Almost all pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is much lower than in most schools. Although the percentage of pupils with special educational needs and/or disabilities is below average, the proportion with a statement of special educational needs is higher than in most schools. The school has Healthy Schools Status, holds the Activemark Sports Award and the Silver Awards for Eco Schools and the school Travel Plan. The headteacher took up her post in September 2008.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

The school has built on the many strengths acknowledged at the time of the last inspection and now provides outstanding education and care. Pupils' outstanding spiritual, moral and social development reflects the school's ethos, which permeates all aspects of its work. This is very much a community school, where everyone cares for each other based on mutual respect. The highly effective teaching and curriculum generate a love of learning amongst the pupils. Detailed and thorough educational advice, where pupils are encouraged to evaluate their own performance and are involved in setting their own targets, ensures that they know exactly what they need to do to improve their work. Consistent pastoral guidance contributes strongly to pupils' outstanding behaviour and strong sense of responsibility. As a result, pupils make outstanding progress from their starting points.

The school is led and managed extremely effectively. There are pertinent and thorough plans for development, securely based on astute school self-evaluation. Additional training and support has significantly improved subject leadership and the way pupils' progress is tracked, enabling teachers to meet the needs of each pupil. Provision for children in the Early Years Foundation Stage and in Key Stage 1 has improved and is now good. Year 2 pupils are working at above average levels this year. These improvements, the high quality teaching and learning and the continuous drive to improve amongst the whole school community, make the capacity for further improvement outstanding.

Over the last three years, attainment at the end of Year 6 has been high when compared with the national average. Pupils continue to make outstanding progress but, because of the differences between year groups that can be very apparent in small schools, pupils' knowledge and skills are above average, rather than high this year. This is a significant achievement, generated because of the rigorous systems in place to support pupils with special educational needs and/or disabilities and any pupils who, for any reason, have had dips in their rate of progress.

One of the features that makes this school so successful is the use of members of the community and other professionals to support pupils' learning and well-being. A wide range of visits and visitors enliven the curriculum and staff expertise is used to the full across the school. The school has many systems for engaging with parents and carers, offering a range of activities and courses to help them support their children. They are kept well-informed and are always welcome in school. However, the school has been less successful in engaging them in shaping the future direction of the school.

What does the school need to do to improve further?

- Extend the good systems for engaging with parents and carers by:

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

- developing regular and informal dialogue between them and the governing body so that they see that their views make a valuable contribution to school improvement
- seeking their views on topics that reflect their children's interests and aspirations so that they have an input in the ongoing development of the curriculum.

Outcomes for individuals and groups of pupils

1

This is a school where learning and personal development go hand-in-hand so that pupils develop very secure skills for their future lives. Pupils are very proud of their achievements and are quick to celebrate the successes of others. Their knowledge of what they need to do to improve, not just for English and mathematics but across all subjects and in their personal development, ensures that they take a great deal of responsibility for their learning. In almost every respect, learning is enjoyable and rapid. The teachers' high expectations of them in lessons and their eagerness to learn ensure that they work hard. They cooperate with each other effectively not only when working on tasks but also in evaluating the outcomes of each others' work. Their ability to empathise with others and to express their opinions is impressive, as is the respect with which these opinions are met by their peers. Their enjoyment of school is reinforced by good attendance overall.

Children's knowledge and skills on entry to the Reception year varies from year to year but are usually in line with age-related expectations. Pupils' generally high standards by the time they leave, both academically and in all aspects of their personal development, are very clear indicators of their rapid progress and excellent attitudes to learning. Pupils now in Years 3 and 4 have had some challenges with their learning and attitudes due, in part, to a period of changes in staffing which resulted in a lack of continuity. These have been addressed very successfully so that the behaviour of the vast majority of pupils is exemplary. When asked if pupils developed their own rules, the inspector was told that the only rules in school are for safety because, 'We all know what is expected of us and how to care for and respect others.' Pupils are extremely knowledgeable about how to look after themselves and their environment. They are committed to improving the world. Older pupils maintain a news board of local, national and international news and pupils respond swiftly to disasters and noteworthy events. The school council runs its own meetings and acts upon its resolutions conscientiously, improving school systems or supporting those in need by organising fundraising events. A member of staff attends as an observer in order to feedback outcomes at staff meetings. The school is twinned with a Buddhist school in Sri Lanka and pupils engage in regular correspondence, learning about each others' lives and cultures. The many and varied extra-curricular activities are very popular.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

In most of the lessons observed during the inspection, the teaching was outstanding. Teachers know their pupils extremely well and set the tasks for the lesson to meet the needs of all abilities. One of the impressive aspects of teaching in this school is the way that teachers build on their pupils' personal skills as well as their previous learning to extend their thinking. In one lesson, for example, pupils watched a short passage from a film, without sound, as part of their study of play scripts and the Second World War. This generated excellent concentration and some thought-provoking comments, providing a firm foundation for rapid learning later in the lesson. Almost all learning is for a practical reason. This lesson, for example, was in preparation for an assembly. In a science lesson, pupils explored ways of encouraging swallows to nest again, following last year's successful camera link with the nest. Others began a study of individual trees over the year. The very helpful and often challenging oral and written guidance and target-setting ensure that pupils know exactly what they need to do to improve. Effective measures for supporting pupils who, for any reason, are underachieving, have resulted in many making exceptional progress.

The curriculum seamlessly links pupils' academic and pastoral development. Pupils are encouraged to apply their skills to practical tasks and topics are planned to develop personal, literacy, numeracy and information and communication technology skills. The planning is rigorous, ensuring that pupils progressively build on their knowledge and skills

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

from year to year. The curriculum is continuously evolving and the school is committed to ensuring it is relevant, enjoyable and interesting. Because the development of skills is so secure, the school is well-placed to involve parents and carers in selecting the topic themes. There are strong links with local industry, other schools and professionals, both to support and challenge individual pupils and to enhance pupils' learning. Links with the Church and the village have benefited each, so that the school is at the heart of the community. Parents and carers are very supportive and pupils often pursue their studies at home, in addition to their regular homework. Pupils are extremely well-cared for by the school. Procedures to ensure their safety are rigorous and the commitment to developing their personal and social skills plays a significant part in generating their highly-developed spiritual, moral and social skills. The attention to developing their awareness of citizenship and responsibility, for example, enables pupils to make an active contribution to improving their world.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Since her appointment, the headteacher and her colleagues have been committed to building on the school's strengths. This is a highly inclusive school where teachers are ambitious for every pupil. Teaching assistants have been trained to provide support for groups of pupils and links with other schools provide challenge for the most able pupils. Morale amongst staff and pupils is very high. Teaching and learning are monitored regularly by the headteacher, subject leaders and the governing body so that any issues are swiftly picked up and addressed. The governing body supports and challenges the school well. It is influential in school development and carries out its statutory duties effectively, ensuring that pupils and staff are safe. They have a range of systems for seeking parents' and carers' views. However, they have had limited success when seeking their opinions of, and involvement in, the future direction of the school. The school's highly effective partnerships make a significant contribution to pupils' education and well-being. Links with the West Norfolk School Sports partnership, for example, provide regular sports coaching which would not be possible otherwise in this small school. The strong links with the village have enabled pupils to help establish a school/village/church fete. Local high schools provide extended learning, especially in science. The partnership with the school in Sri Lanka provides pupils with a valuable insight into the life of others. Parents and carers and members of the community regularly support pupils through the Friends' association and in the classroom and by providing opportunities for pupils to read at length. The partnership with educational and health professionals has helped to support individual pupils effectively. The school's good safeguarding procedures are reviewed

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

regularly and the school is rigorous in ensuring that the many visits outside school are carried out safely. Training for the staff and governing body is of good quality. Staff are well-informed and pupils' knowledge of how to stay safe is very secure.

Much of this report has demonstrated the school's highly effective promotion of community cohesion. Teachers are very aware of the almost mono-cultural nature of the school population so the curriculum and pastoral guidance is geared towards broadening their horizons. As a result, their knowledge of the world and world affairs, as well as local and national events, is extremely well developed. The local community, for example, the Upper Wensum House Group, have benefited from pupils' hospitality. The action plan to develop community cohesion even more includes forging links with a large school in Tower Hamlets. Pupils are very clear of what is required to maintain the school's highly cohesive community.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

There are very few children in the Early Years Foundation Stage this year. Their knowledge and skills on entry exceeded age related expectations and they learn effectively within the Key Stage 1 class. The teacher ensures that they have opportunities for child initiated activities and that they have access to the areas of learning for the Early Years Foundation Stage. This works well for some pupils in Year 1 who benefit from access to less formal learning. Planning is thorough and the learning environment enables children to access materials independently. At the time of the inspection, building work limited opportunities for outdoor learning, but the teacher's planning shows that this aspect is generally well established. Children are very well cared for and they are confident and happy, making good progress alongside pupils in Key Stage 1.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Systems for tracking children's progress are thorough. Their progress books collate evidence through observation, photographs and samples of their learning at school and at home. Good links with local playgroups and induction arrangements ensure children settle into school swiftly. Liaison with parents and carers is effective. The management of the Early Years Foundation Stage is good and staff demonstrate that they are well prepared for the much larger cohort in September.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The percentage of parents and carers who responded to the questionnaire was significantly higher than average. Almost all responses were extremely positive. There is a lot of praise for the dedication of the staff and the family atmosphere of the school. One comments, 'I feel privileged and proud to see the children achieving and growing in confidence.' A very small minority expressed concern about the way the school deals with unacceptable behaviour. The inspection judged the behaviour of the overwhelming majority of the pupils to be exemplary and measures to promote good behaviour to be very effective.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Brisley Church of England Voluntary Aided Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 53 completed questionnaires by the end of the on-site inspection. In total, there are 69 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	36	68	16	30	1	2	0	0
The school keeps my child safe	41	77	12	23	0	0	0	0
My school informs me about my child's progress	27	51	25	47	0	0	1	2
My child is making enough progress at this school	33	62	15	28	4	8	1	2
The teaching is good at this school	38	72	10	19	1	2	1	2
The school helps me to support my child's learning	29	55	21	40	2	4	1	2
The school helps my child to have a healthy lifestyle	33	62	18	34	2	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	33	62	17	32	0	0	0	0
The school meets my child's particular needs	26	49	23	43	3	6	0	0
The school deals effectively with unacceptable behaviour	31	58	13	25	7	13	0	0
The school takes account of my suggestions and concerns	33	62	19	36	1	2	0	0
The school is led and managed effectively	39	74	12	23	0	0	0	0
Overall, I am happy with my child's experience at this school	39	74	10	19	2	4	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



16 May 2011

Dear Pupils

**Inspection of Brisley Church of England Voluntary Aided Primary School,
Dereham, NR20 5LH**

It was such a pleasure to visit your outstanding school recently. My colleague and I were very impressed with your behaviour, maturity and the way that you so obviously enjoyed your learning. When I met members of the school council, they found it impossible to think of ways that teachers could make your school better. I agree that it is difficult!

You make excellent progress through the school. This is because you have lots of interesting things to learn about and are taught extremely well. The teachers make sure that you are not only learning the skills you need for your work, but also how to grow into responsible and caring citizens. In other words, they help you develop the skills you need for your futures, which you do, very successfully. One of the most impressive things about you and your school is the way that you learn about what is happening in the world. You are aiming to make the world a better place and are very quick to help people locally or around the world when they need it. Well done to all of you. You should be very proud of yourselves and your school.

Your school is led and managed extremely well and those in charge are always looking for ways to improve it even more. I have suggested that, as they are so good at teaching you the skills that you need, that they encourage your parents and carers to suggest topics that you are really interested in. This would help them, and you, to have a say in what you learn about. I have asked the members of the governing body to spend more time talking to your parents and carers to make sure they know that their views make a difference to the way the school works.

Thank you all for your friendliness and help during our visit. It was a pleasure to meet you all and I was sorry to leave your lovely school. I wish you all the very best for the future.

Yours sincerely

Judith Dawson

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.