

Brayford Primary School

Brayford, Barnstaple, EX32 7QJ

Inspection dates 9–10 October 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils are making good progress and achieving well.
- Improvements in the quality of teaching have ensured that the good rates of progress in English and mathematics continue to rise. This has resulted in improving standards, which by the end of Year 6 are at least in line with the national average. Standards in reading at the school are above average.
- Pupils' behaviour is good and often exemplary. They enjoy school, have positive attitudes and are highly respectful to each other and their teachers.
- They are keen to come to school and report that they feel very safe and well looked after. Attendance is above average.
- Disabled pupils and those with special educational needs are fully included in lessons and make good progress due to good teaching and support.
- The new headteacher is providing strong leadership and is supported by a committed team of leaders, managers and governors. There is a shared belief in the desire to sustain improvements and become outstanding in the future.
- All leaders, including the governing body, work together well and have reversed the decline in standards seen at the school two years ago. They have challenged the teachers to improve their teaching and consequently, pupils' achievement has improved significantly.

It is not yet an outstanding school because

- Pupils are not always actively involved in lessons and some lessons do not proceed at a quick enough pace. Occasionally, tasks are not well matched to pupils' abilities, especially the more able.
- Teachers do not always provide enough opportunities in lessons for pupils to develop their independent learning skills.

Information about this inspection

- The inspector observed 10 lessons and four teachers, of which most were joint observations with the headteacher. He also made short observations of the teaching of phonics where pupils were learning letter patterns and the sounds they represent to enable them to read.
- The inspector listened to pupils from Key Stage 1 read and had a meeting with pupils from Key Stage 2.
- He held meetings and discussions with representatives from the governing body, the local authority and school staff.
- The inspector took account of the 25 responses to the online questionnaire (Parent View).
- He observed the school's work and looked at a range of documents, including the school improvement plans, priorities for development, achievement data and documents relating to safeguarding children.

Inspection team

John Cavill, Lead inspector

Additional Inspector

Full report

Information about this school

- Brayford is a much smaller than average rural primary school where most pupils attend from the local community.
- A new headteacher took up post at the start of this academic year as a joint management arrangement. The headteacher is also in charge of another similarly sized local primary school. The schools are currently exploring the possibility of a federation of schools in the future.
- Pupils are taught for most of the time in two classes. The Reception Year children are taught within the Key Stage 1 class. There is a third class on three mornings per week to support intervention work in literacy and numeracy.
- The proportion of disabled pupils and those with special educational needs supported by school action plus or with a statement of special educational needs is below average. The proportion of pupils who are supported through school action is above average.
- The proportion of pupils who are eligible for pupil premium is well below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching so that all of it is consistently good or better by:
 - conducting all lessons at a lively pace, encouraging independent working by pupils
 - making sure that pupils are actively involved in a range of interesting and different learning activities
 - making better use of assessment information to ensure that learning tasks are always well matched to pupils' needs and abilities, especially for the more able
 - ensuring that additional adults, particularly in Key Stage 1, are trained well and possess the appropriate skills to fully support the learning of all pupils.

Inspection judgements

The achievement of pupils

is good

- When children enter school in the Reception class, their skills and knowledge are broadly as expected for children of their age. However, there is some variability between the different small cohorts and some children arrive with weaker skills in literacy and numeracy. Effective teaching and interesting learning activities within a stimulating environment, including the new outdoor area, enable children to make good progress within the Early Years Foundation Stage.
- Good progress continues throughout the school and has rapidly improved following the decline in achievement two years ago. Pupils' attainment at the end of Year 6 is now at least average in English and mathematics and is improving. School tracking data indicate that the rapid progress continues and current pupils look set to achieve higher standards than those in previous years. This ensures that they are more than ready to make a smooth transition to, and progress well in, secondary school.
- Improvements secured in the quality of teaching are resulting in good progress for all pupils, including those who are eligible for the pupil premium, disabled pupils and those that have special educational needs. Inclusive lesson planning and focused intervention activities are ensuring that most of these pupils are making accelerated progress, ensuring equality of opportunity.
- Improvements made in the teaching of mathematics and the extra class to provide for more focused smaller groups are successfully closing the gap in achievement. There is a greater emphasis on problem solving using real-life situations. For example, the Key Stage 2 class making shortbread biscuits for the new school tuck shop. They were using their skills of unit conversion and proportion to cost and batch-produce the biscuits.
- The revised topic-based curriculum ensures that the pupils' skills in communication, reading, writing and mathematics are developed well across all subjects, supporting the good rate of progress being made.
- Pupils enjoy reading and are confident readers. Supported by the teaching of phonics (learning letter patterns and the sounds they represent to enable them to read), their attainment is above average both at the end of Year 2 and when they leave in Year 6. Pupils in Year 2 were able to read warning notices around the school with ease and use a computer program to design their own signs with similar vocabulary.

The quality of teaching

is good

- Improvements made in the quality of teaching continue to drive the quality of learning up for all pupils, which is now good and improving well.
- In the majority of lessons where teaching is good or better, teachers planned well to ensure that everyone, including disabled pupils and those with special educational needs, are provided with opportunities to work independently. In a mathematics lesson for pupils in Years 2 and 3, problem solving activities were provided that built on their prior learning about measurement. All were fully engaged and made good progress. The teacher used information about pupils' prior achievement well and monitored progress with good quality questioning to identify and support individuals who needed to revisit prior learning.
- In the few lessons where learning required improvement, teachers talked too much or did not provide well-paced and interesting learning tasks. Too many activities were repetitive or were not always well matched to the ability of individuals. These provided limited chances for pupils, particularly the more able, to make good progress.
- The majority of parents and carers who responded to the questionnaire thought that their child was taught well and made good progress at the school.
- Lessons are well planned to reflect the wide range of age and ability in each class. In the Key Stage 1 topic lesson on 'Big and Small', Reception Year children used toy construction vehicles to

plan how to construct a large swimming pool, while pupils in Years 1 and 2 were working on font sizes to use for warning signs. Good learning was maintained because the teacher and teaching assistant worked seamlessly with all groups, assessing and supporting without restricting their independence. However, this is not consistent because teaching assistants are not always fully prepared with appropriate skills to support all aspects of learning within lessons, resulting in some wasted opportunities to promote better progress.

- The teaching of reading, writing, mathematics and communication is good and planned well to ensure that pupils see the relevance of the work. Using role-play to act out short presentations about the different uses of mobile phones, aimed at different types of audience, helped develop pupils' communication and literacy skills in Key Stage 2. Using handprints in a line helped Key Stage 1 pupils understand simple measuring and estimating skills. Reading is supported by daily phonics sessions and is a regular and popular feature of school life.
- Teachers assess pupils' work regularly and include constructive feedback. Pupils report that they value this feedback and can explain what they have to do next in order to improve. Teachers expect the pupils to respond to, and learn from, their comments. This is helping pupils make good progress.

The behaviour and safety of pupils are good

- Pupils are well behaved and have positive attitudes towards their learning. They generally concentrate and work well in lessons. Any unacceptable behaviour, which is usually as a result of teaching that is not well matched to pupils' abilities, is managed very well by the teachers and teaching assistants.
- When pupils are playing outside, moving around the school or interacting with each other and adults, their behaviour is usually exemplary, which demonstrates their strong moral code and understanding of right and wrong.
- The majority of parents and carers who responded to the questionnaire thought that the pupils are well behaved and that bullying is effectively dealt with. Pupils believe that behaviour at the school is good and that there is very little bullying of any kind including physical, emotional and cyber bullying.
- All pupils, including those in the Early Years Foundation Stage, feel safe and very secure. Most of the parents and carers who responded to the questionnaire agreed with these findings. Pupils report that they are well looked after and they are confident that adults at the school will quickly deal with any problems they may have.
- Pupils understand the rewards system at the school and are keen to do well. The school council provides pupils with an opportunity to take an active role in their school and they were excited to open their tuck shop this week following their work to cost and source products to sell.
- Pupils enjoy learning and regularly attend school. Their attendance is above average and no pupils are persistently absent. They are punctual getting to school and into lessons. There have been no exclusions.

The leadership and management are good

- The new headteacher leads a small team of staff who are keen to maintain the drive for improvement. All leaders, including the governing body, have a shared vision for the school and strive to sustain improvements that make a difference to pupils' outcomes.
- Leaders have focused on securing improvements to the quality of teaching, have high expectations and recognise common goals that they want to achieve. Improved systems to monitor teachers' performance have had a positive impact on the quality of teaching and resulted in improved outcomes for pupils. Appropriate staff training has been identified and linked to the overall aims of the school development plan to have the greatest impact on future improvements.

- Leaders track pupils' progress accurately. This allows leaders to set ambitious targets for pupils and monitor the performance of individuals and groups, including those who are supported by the pupil premium, disabled pupils and those who have special educational needs.
- The curriculum is exciting and creative. Leaders have ensured that pupils have access to high-quality teaching and learning both within the school and outside. The video conferencing of mathematics lessons by teachers from the other school in the partnership provides pupils with the chance to work in much larger groups and experience wider discussions. Weekly forest school sessions, assemblies, visits and residential trips provide a wide range of experiences to support and promote pupils' spiritual, moral, social and cultural development.
- All leaders, including governors, have secured sustained improvements since the last inspection, especially the achievement of pupils in English and mathematics, made possible through the improved quality of teaching. Management systems are effective and school self-evaluation is accurate, leading to appropriately targeted plans for the future development of the school.
- All statutory requirements relating to safeguarding are robustly managed and secure.
- The local authority provides light touch support to this good school.
- **The governance of the school:**
 - provides a good level of challenge and support to the headteacher
 - is reflective and fully involved in self-evaluation
 - understands and challenges assessment information about the school's performance
 - ensures that the school's finances are allocated and used effectively, especially the pupil premium funding, helping raise pupils' achievement.

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

Unique reference number	113153
Local authority	Devon
Inspection number	403195

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	42
Appropriate authority	The governing body
Chair	Fiona Tyson
Headteacher	Susan Kite
Date of previous school inspection	22 May 2008
Telephone number	01598 710345
Fax number	01598 710345
Email address	admin@brayford.devon.sch.uk

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