

Brampford Speke C of E Primary School

Brampford Speke, Exeter, EX5 5HE

Inspection dates

23—24 April 2013

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.

- Leadership and management are good. The headteacher, staff and governors are committed to improving the school's performance in all areas. This determined approach has had a positive impact on the school's overall effectiveness over time.
- Achievement is good and pupils of all abilities make good progress in English and mathematics from the time they enter the school.
- The headteacher, staff and governors have worked effectively to consolidate and further improve the quality of teaching and learning since the previous inspection.
- The governing body supports the school and holds leaders to account for its performance, taking decisive action when needed.
- The majority of children in the Early Years Foundation Stage join the school from the on-site pre-school. They settle extremely quickly and achieve well in all areas of learning during their first year at school.
- Pupils' progress throughout their time at Brampford Speke is carefully monitored and if there is underperformance it is addressed promptly and effectively.
- The wide curriculum offers an extremely varied and interesting range of learning experiences which meet the needs of all the pupils.
- Pupils feel safe in school and their behaviour is good. They get on exceptionally well together, demonstrate positive attitudes to their learning and are very proud of their school.
- Relationships between staff and pupils are very good and a real strength of the school.

It is not yet an outstanding school because:

- The standards attained in mathematics are not yet as high as those in writing and reading.
- The quality of teaching is not yet outstanding. This is because in some lessons teachers do not set tasks that are challenging enough for the more able pupils.

Information about this inspection

- The inspection was carried out over two days with half a day's notice.
- All full-time staff were observed teaching. A total of nine lessons were seen. This included a joint observation with the headteacher.
- The inspector heard pupils from Years 1, 2, 3 and 4 read individually and observed the teaching of phonics (pupils learning letter patterns and the sounds they represent).
- Meetings were held with the headteacher, groups of pupils, members of the governing body and subject leaders, and a telephone conversation was held with the school improvement advisor.
- The inspector looked at a wide range of evidence which included: the school's improvement plan, the school's data for tracking the progress and attainment of individual pupils and specific groups, performance management documentation, the school's checks on how well it is doing, curriculum and lesson plans, governing body documentation, and the work pupils were doing in their books.
- Parents and carers were met at the beginning and end of the school day and the 32 responses to the online questionnaire (Parent View) were considered. The school's own parent survey was also scrutinised. Responses from seven staff questionnaires were also taken into account.
- During the inspection, pupils' behaviour was observed, both inside and outside of the classroom, and the school's safeguarding procedures were scrutinised.

Inspection team

Mark Anderson, Lead inspector

Additional Inspector

Full report

Information about this school

- Brampford Speke is a smaller than average-sized primary school set in a rural village near to the city of Exeter.
- The majority of pupils at Brampford Speke (83%) come from White British backgrounds.
- Pupils are taught in three mixed-age classes: a Reception/Year 1 class, a Year 2/3 class and a Year 4/5/6 class.
- The proportion of pupils in receipt of the pupil premium, which provides additional funding for children in local authority care and pupils known to be eligible for free school meals, is below the national average.
- The proportion of pupils who have special educational needs supported at school action and the proportion supported at school action plus or with statements of special educational needs are slightly below the national average.
- The school has met the government's floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school is a member of the Crediton Learning Community (CLC).
- A privately managed pre-school is located on the school site but is inspected separately. The latest report can be found on the Ofsted website.

What does the school need to do to improve further?

- Improving the quality of teaching from good to outstanding by:
 - agreeing what makes an outstanding lesson and sharing and celebrating best practice
 - ensuring that all lessons are taught at a lively pace and inspire and enthuse all pupils
 - ensuring that all lessons provide sufficient challenge for pupils of all abilities, especially the more able.
- Raise standards of attainment in mathematics so that they are in line with those achieved in English by:
 - ensuring that tasks always make the more-able pupils think things out for themselves.
 - providing plentiful opportunities for pupils to use and develop their numeracy skills in meaningful contexts in a range of subjects.

Inspection judgements

The achievement of pupils is good

- The majority of children have skills in line with those expected for their age when they join the school. They make good progress in the Reception/Year 1 class. The staff ensure a well-balanced curriculum providing adult-led learning and child-initiated activities both in the classroom and outdoors. The substantial improvements that also take place in the children's personal development reflect the emphasis that the school puts on educating the 'whole child'.
- Good progress continues through Year 2 and the high levels of attainment in all subjects are a strong feature of this stage of the pupils' learning. Standards have been consistently above the national average for the last five years.
- Almost all pupils achieve Level 4 in English and mathematics at the end of Year 6. The progress of pupils in mathematics is improving in Key Stage 2 but not quite keeping pace with that in English, particularly for the more-able pupils.
- The academic profile of the school has historically been affected by a number of pupils joining and leaving the school in different year groups and the relatively small cohorts in each year group.
- Pupils get regular opportunities to read in school and teachers and learning assistants ensure that their phonics (letters and the sounds they make) knowledge continues to be reinforced both during lessons and support sessions.
- There are no significant differences in the progress made by groups of pupils. In English and mathematics the attainment of pupils eligible for the pupil premium is similar to that of other pupils in the school. The impact of well-planned actions is leading to improvement in the achievement of pupils with special educational needs and has successfully narrowed the gap between their attainment and that of all other pupils. This improvement demonstrates the school's successful promotion of the equality of opportunity.
- The school's systems for tracking each individual pupil's levels of progress and achievement are very detailed and accurate. The tracking data are carefully analysed to establish any areas that are in need of strengthening and any individual pupils or groups who require additional support.

The quality of teaching is good

- Teachers' commitment, subject knowledge and knowledge of their pupils result in most lessons being well planned and interesting for the pupils. The pupils' attitude to learning is positive and their enthusiasm in the classroom is clearly apparent.
- In the majority of lessons teachers promote learning well which takes place at a brisk pace and their questioning skills keep all pupils 'on task' and involved. Pupils are very keen to both ask and answer questions. A very good example of the good teaching practice was seen in a Year 4/5/6 lesson, when pupils were challenged to compare and evaluate two different websites.
- Although teachers are providing increased opportunities for pupils to use and develop their numeracy skills in subjects across the curriculum this is not consistent in all classes. Consequently pupils' problem solving skills are not as well developed as their literacy skills.
- Phonics teaching to pupils in Reception and Years 1 and 2 is effective and adapted to suit different ability levels so that pupils learn well. The pupils achieved a score above the national average in the recent Year 1 phonics screening check.
- Marking and feedback are helping pupils to meet their learning targets. Pupils get clear guidance on how to improve their work. Marking and feedback are consistently good across all year groups.
- In a small number of lessons activities are not well matched to the different abilities of pupils. This results in some pupils completing tasks very quickly when they could tackle more demanding work, particularly in mathematics.

- In addition to the exceptionally strong and effective profile of music throughout the school the curriculum is being developed to incorporate more outdoor-based learning. This was experienced by pupils who recently returned to their classrooms very excited, having encountered a variety of wildlife by the river!
- Classrooms are colourful and stimulating and contribute well to the pupils' learning environment.
- The contribution, commitment and expertise of the teaching assistants are a major strength of the school and teamwork is very effective throughout the school.
- All of the 32 parents and carers who responded to the questionnaire or spoke to the inspector considered that their child was taught well and made good progress.

The behaviour and safety of pupils are good

- Pupils demonstrate good attitudes towards learning and quickly settle to the tasks they are set with enthusiasm. They clearly enjoy coming to school.
- Young children in the Early Years Foundation Stage are taught what is expected regarding good behaviour. These expectations ensure that behaviour is consistently very good across all age groups.
- Parents and carers have a positive view of behaviour in the school as expressed by those responding to the online questionnaire, Parent View, and to the school's own survey. One Year 4 parent or carer commented typically, 'The school is one big family and celebrates every pupil's childhood.' They appreciate that the school is caring, approachable and will deal appropriately with any issues that arise. Parents and carers are fully involved in their children's education and many even take part in a weekly 'Maths Challenge'!
- Pupils at Brampford Speke are very polite and courteous to staff and visitors. They are taught to show respect and consideration for others. They get on extremely well with each other across the age groups, both in lessons and in the playground, where they show a good awareness of each other and how to keep safe. One pupil summed up the friendly character of the school when she said, 'We do not often fall out, but if we do, we are friends again by the next lesson.'
- Pupils are keen to take an active role in school life and take on a variety of responsibilities. The wide range of clubs and activities include an exciting range of sports and music. Over 60% of the pupils learn an individual musical instrument. Sporting opportunities include tag rugby, tennis and archery. The variety of opportunities ensures there is something for everyone. For example, Year 6 pupils are given the opportunity to contribute regularly to the local parish magazine, 'Speke Up'.
- Celebrations of good individual and whole-class attendance and close home-school working links have resulted in an on-going record of improved attendance.
- Pupils say they are well cared for and feel safe at school at all times. They feel able to speak to adults if they have a problem or need to confide in someone. They show a clear understanding of what constitutes bullying, including physical, emotional and cyber bullying, and commented that the adults always dealt with any instances quickly, fairly and firmly.
- In a small number of lessons pupils' attitudes to learning are not as focused as they might be and there are a few incidences of low-level disruption. However these occasional lapses are dealt with effectively by staff.
- There are clear systems to record poor or inappropriate behaviour which is extremely rare.
- Behaviour policies and procedures are implemented consistently which contributes well to the positive ethos and good relationships. Staff provide strong role models for the pupils and mutual respect and trust are embedded throughout the school.

The leadership and management are good

- The headteacher and governors are extremely ambitious for the school's further development and have a good understanding of its strengths and areas for improvement. In recent years the

school has increased the level of academic ambition and the school's ethos highlights its aim to enable every pupil to achieve his or her full potential.

- Teachers and parents and carers consider that the headteacher and governors provide effective leadership and management across all areas of the school.
- The leadership of teaching is becoming increasingly rigorous and performance management has served to address previous weaknesses. This is well supported by the strong teamwork and morale of the teachers and their desire and commitment to keep the school moving forward.
- The school rigorously collects data on pupils' attainment and progress. The information is analysed accurately and pupil progress meetings are scheduled every term in order to identify those pupils falling behind or not making expected progress and take appropriate action.
- The school's checks on how well it is doing are accurate and the school improvement plan is focused through success criteria, targets and timelines.
- Improvements to pupils' outcomes, attendance and the quality of teaching indicate that the school is well placed to maintain improvement. The school has benefited from effective support from the local authority.
- Safeguarding arrangements comply with statutory regulations. The leadership identifies and responds very well to any concerns regarding child welfare.
- Teachers are regularly observed in the classroom and accurate judgements are made relating to the quality of their practice and the progress their pupils make. These findings are used appropriately to decide teachers' pay and internal promotion within the school. There are clear links between performance, appraisal and pay progression.
- The school places a priority on professional training for the staff and developing their teaching skills and knowledge.
- The range of subjects and topics taught is extensive. The creative curriculum includes an extremely wide range of activities and educational experiences available for pupils. Examples of the breadth of opportunity are the river visits with the Devon Wildlife Trust, trips to the Eden Project, Plymouth Aquarium, performances at the Great Hall in Exeter University as well as this year's residential boat trip to Salcombe, which the pupils are very much looking forward to.
- There are many opportunities for the development of the pupils' spiritual, moral, social and cultural awareness and understanding. This is particularly enhanced by the daily worship sessions at the end of the school day.
- **The governance of the school:**
 - Governors know their school well and are committed to its ongoing improvement. They hold the headteacher to account for the effectiveness of the school and have a clear understanding of the school's strengths and how it performs in comparison with similar schools. They understand the areas for development and work with the school to develop the school improvement plan. They are regular visitors to the school. The governing body also has an effective committee structure and individual governors' expertise is used well, for example, to ensure that the school's finances are carefully audited and well managed. They have a clear understanding of how the pupil premium funding is allocated and its impact in improving levels of pupils' attainment. They also understand how pay progression is linked closely to the performance of teachers and leaders. Governors are kept well informed by the school's leadership and also attend training so that they can fulfil their roles more effectively. They make certain that the school meets all statutory obligations, including safeguarding and safer staff recruitment.

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	113347
Local authority	Devon
Inspection number	403202

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	72
Appropriate authority	The governing body
Chair	Gemma Poulton
Headteacher	Nic George
Date of previous school inspection	11 December 2007
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