

Brading Church of England Primary School

West Street, Brading, Isle of Wight, PO36 0DS

Inspection dates 18– 19 March 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Require improvement	3
Leadership and management		Require improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Teaching is not consistently good. Pupils' knowledge and skills in spoken English, reading, writing and mathematics, especially in Years 1 to 4, are not high enough.
- Pupils do not develop a good range of vocabulary to speak and write confidently. Their limited knowledge of the sounds letters make (phonics) means they do not read and spell to a high standard.
- Not all adults have high expectations that pupils will form their numbers or letters correctly, use a good style of handwriting or apply their literacy and mathematical skills well across a variety of subjects.
- Some teaching assistants are not given sufficient guidance on the most effective way to support pupils throughout lessons.
- Pupils are not always engaged in their learning, and do not take the pride they should in presenting their work neatly. They cannot always see what the teacher is trying to show them and do not have the resources to support new learning. Consequently, their behaviour requires improvement.
- Teachers' marking does not give pupils the precise information they need to improve.
- Too many pupils take days off school.
- Subject leaders, while developing their roles, are not yet ensuring that pupils do as well as they can in each year group.
- Governors are new. They do not have sufficient knowledge and understanding to check how well the school is doing and offer senior leaders greater levels of challenge.

The school has the following strengths

- Ambitious senior leaders, who have high aspirations for all pupils, have taken robust action against weak teaching to tackle underachievement.
- Good teaching in Years 5 and 6 in mathematics and writing is helping pupils to quickly close gaps in their learning. Pupils known to be eligible for the pupil premium do much better than others in writing.
- Some teachers ask probing questions that challenge pupils to think their ideas through, and inspire them to achieve more.
- The behaviour and attitudes of pupils in Years 5 and 6 are often exemplary.
- Vulnerable pupils, and their families, are supported very well, and pupils are kept safe.

Information about this inspection

- The inspector spent approximately six hours observing teaching and learning, often accompanied by the headteacher.
- Pupils' behaviour was observed in lessons, assemblies, playtimes, lunchtime, and while they were moving around the school.
- Pupils in Years 1, 2 and 6 read to the inspector. Those in Years 2 to 6 shared their views of the school with the inspector in a meeting and informally at lunchtime.
- Samples of pupils' previous work in literacy, numeracy and science were scrutinised.
- Meetings were held with the headteacher and staff with responsibility for literacy, mathematics, the Early Years Foundation Stage, and disabled pupils and those with special educational needs.
- The inspector met with representatives of the local authority, the governing body and agencies who work with the school with regard to improving behaviour and safeguarding the most vulnerable pupils. The views of a consultant who works with the school to raise achievement were shared with the inspector during a telephone call.
- The responses of 11 parents and carers who completed the online survey Parent View, the school's own parental survey and 22 questionnaires completed by staff were taken into account. The inspector also spoke with a few parents and carers.
- Documents reviewed included the school's self-evaluation and development plan, arrangements for safeguarding, records of pupils' progress, behaviour and attendance, and the governing body minutes. Information on the school's website was reviewed.

Inspection team

Kath Beck, Lead inspector

Additional Inspector

Full report

Information about this school

- This school is smaller than most primary schools. There are four classes that contain two age groups, taught by six teachers, some of whom are part time.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The proportion of pupils known to be eligible for the pupil premium (the additional funding for pupils known to be eligible for free school meals, looked after children and those with a parent in the armed forces) is much higher than usually found. The school receives pupil premium for those known to be eligible for free school meals and looked after children.
- The proportion of disabled pupils and those who have special educational needs supported through school action is similar to that found in most schools. The proportion of pupils supported at school action plus or with a statement of special educational needs is more than twice that found in most schools.
- At the time of the previous inspection, the school was federated with another local school, and shared the same governing body. This was dissolved in May 2011 and for nearly two years the school was governed by an interim executive board. The current governing body was established in June 2013 when the federation was dissolved. Since the school's previous inspection, the number of pupils on roll has increased. The age range of the pupils changed from four to nine to four to 11 years in 2011. Pupils at the school took national tests for the first time in 2012.
- There have been several changes of staff. Subject leaders are new to their roles.
- The number of pupils joining and leaving the school at other than the usual times is above that found in most schools.
- The school hall was seriously damaged in a storm in October 2013. It could not be used for five months.
- There is a private pre-school playgroup on the school site. It is registered with Ofsted and is inspected separately. The report can be found on the Ofsted website.
- Hampshire local authority took over responsibility for supporting the school from the Isle of Wight local authority in July 2013.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better, and accelerates pupils' progress, by making sure that teachers:
 - interest pupils fully in their learning and ensure that, when new work is being explained, pupils can easily see what the teacher is showing them and understand what they are being taught
 - provide pupils with sufficient practical resources to support new learning in writing and mathematics and promote good concentration and presentation
 - insist that pupils apply their knowledge and skills in writing and spelling correctly in all subjects
 - give teaching assistants clear guidance so they can help pupils make maximum progress in lessons
 - when marking pupils' work, explain precisely what they need to do to improve, and give them time to correct misconceptions.
- Raise achievement in reading, writing and mathematics, especially in Years 1 to 4, by:
 - providing a variety of interesting activities that inspire pupils to increase their skills in spoken

English and acquire a good range of vocabulary in order to communicate confidently and write imaginatively

- teaching pupils to form their letters and numbers correctly
- ensuring that all staff understand the best ways to teach the sounds letters make in order to support pupils' skills in reading and spelling more effectively
- developing a good style of handwriting across the school
- offering more opportunities for pupils to use their mathematical knowledge and skills across a range of subjects.

■ Work even more closely with parents to ensure that their children attend frequently.

■ Increase the effectiveness of leadership and management, including governance, by:

- developing the skills of subject leaders so that they play a greater role in driving development and ensuring that pupils do as well as they can
- ensuring that governors have the necessary skills to make effective checks on how well the school is doing, and to challenge and support staff to help pupils do better.

An external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Results for the screening check in phonics at the end of Year 1, while better in 2013 than in 2012, remain low. In Year 2, attainment in reading, writing and mathematics overall was significantly lower than in most schools last year.
- The number of pupils in Year 6 is small. National test results differ each year. In 2012, they were broadly average, but in 2013, they were below average. High staff turnover, inconsistency in the quality of teaching, and past underachievement mean pupils have a lot of ground to make up. Good teaching in Years 5 and 6 is ensuring that pupils are quickly filling gaps in reading, writing and mathematics.
- Children enter the Reception class with knowledge and skills that are below those expected for their age, especially in their ability to talk confidently. Good teaching means half reach a good level of development in their early reading and mathematical skills. This is not the case in their personal, social and emotional development. Consequently, they do not always talk about their wishes or express their ideas clearly.
- Progress in English, especially in Years 1 to 4, requires improvement. Not all teachers provide engaging activities that inspire pupils to increase their skills in spoken English. Pupils' limited vocabulary hinders their ability to write creatively. They do not have sufficient knowledge of the sounds letters make to spell or read well without additional help. Few acquire a good style of handwriting because they are unaware of how to form their letters correctly.
- In mathematics, progress also requires improvement. Pupils do not always have sufficient practical resources to deepen their understanding. They are not reminded to form their numbers correctly. While teachers emphasise the learning of calculation techniques, they provide too few opportunities for these to be used in other subjects.
- Disabled pupils and those with special educational needs receive additional help and work on individual programmes designed to help them overcome their difficulties. Some have complex needs and, while they make progress, it is slower than that of their classmates. Others receive very effective support to overcome emotional difficulties and learn well.
- Pupils supported by the pupil premium in 2013 were two years ahead of others in the class in writing and two terms ahead in reading. They were a year behind in mathematics. Attainment in reading and writing is similar for this group this year. Specialist mathematics teaching is ensuring that these pupils are making faster progress this year, narrowing the gap.
- More-able pupils read and write very well. This year, they are being challenged to reach levels of attainment in mathematics that are much higher than usually found in primary schools.
- All pupils have an equal chance to succeed. They make the most of the good opportunities to attend the Year 6 breakfast club, booster classes, and before- and after-school sessions to enhance their progress.

The quality of teaching

requires improvement

- Teaching requires improvement because pupils are not always fully interested in their learning. When teachers demonstrate something new, such as in letters and sounds, pupils become confused or lose interest. They cannot always physically see what has been written clearly and are unable to absorb the information quickly.
- Teachers' expectations that pupils will apply their knowledge and skills in reading and writing correctly in all subjects are not high enough. Teachers seldom remind pupils to use the correct grammar and punctuation outside their English lessons.
- When pupils lack the language or literacy skills to complete their work, or resources to support their learning in mathematics, they lose concentration. Adults are slow to address this and progress is hindered.

- Some teaching assistants provide excellent support to pupils, but others do not receive sufficient guidance on how to extend pupils' learning throughout lessons. They spend time keeping pupils at their tasks or telling them what to write rather than developing their understanding.
- Teachers' marking praises what pupils have done. It does not explain precisely what pupils need to do to improve. If the teacher has written a comment, pupils do not always have time to respond and correct their misconceptions.
- Teachers check pupils' progress often and use this information to plan the next steps in their learning. Homework builds effectively on the work pupils have been doing in school.
- Good teaching in Years 5 and 6 helps pupils acquire new knowledge skills and understanding quickly. Activities are inspiring and pupils want to do their best. Pupils are very clear about what they are learning and how they can do even better. High-quality questioning and discussions with a partner help them to think through their ideas and gain confidence when writing. The most-able pupils are challenged to reach the highest levels of which they are capable.

The behaviour and safety of pupils

require improvement

- The behaviour of pupils requires improvement because, in the past two years, pupils have not attended often enough. The school is taking robust action against families who take their children away on holiday in term time, and is strongly promoting the importance of good attendance. Consequently, attendance is rising this year.
- Younger pupils are not always fully engaged in their work and this slows their learning. When they do not have practical resources to help them, or are unclear about what to do, they find it hard to sustain their concentration and take care in the presentation of their work. They do not always listen carefully when their teacher is talking or when they cannot see clearly what their teacher is showing them.
- Through a close partnership with another school with expertise in behaviour management, most staff have developed excellent skills to support pupils who find it hard to behave well. Very few pupils have been prevented from coming to school because of poor behaviour.
- To promote the importance of good attitudes and behaviour, pupils are encouraged to trust one another and to work together as a team. Where this is implemented well in Years 5 and 6, pupils' attitudes when working are exemplary and they make rapid progress. They persevere and respond positively to their teacher's guidance.
- The school's work to keep pupils safe and secure is good. Senior leaders work closely with parents and carers, and many different agencies, to ensure vulnerable pupils are safeguarded, and overcome problems that hinder their learning. Pupils say they feel safe. They know about the different types of bullying, how to stay safe when using the internet, and what to do if they are worried.

The leadership and management

require improvement

- Senior leaders have not yet managed to raise pupils' attainment sufficiently in Year 2 or establish consistently good levels of attendance over time. That said, their approach to improving pupils' progress has resulted in a rising trend. This is at its best in Years 5 and 6, including the progress of pupils supported by the pupil premium.
- The school is led by a highly capable headteacher who is very ambitious for the pupils and for the school's long-term success. Throughout the disruption to teaching and governance, she has provided continuity and carried a heavy workload. She has worked energetically to improve the school's effectiveness, to safeguard its pupils and to create a culture where pupils are cared for well and learning is valued.
- The implementation of rigorous appraisal systems linking pupils' progress to teachers' pay, and robust checks on the quality of teaching, contributed to staff changes. These allowed the headteacher to appoint new staff with specialist skills in teaching writing and mathematics. They

have raised pupils' achievements, especially in Years 5 and 6.

- Training for adults working in the younger classes in teaching phonics and developing pupils' ability to talk through their imaginative ideas before writing them has not had the anticipated positive impact on extending pupils' language development or reading skills.
- The leadership and management of the school are in a period of change. The governors and headteacher have reviewed the management structure and delegation of duties to allow her more time to focus on pupils' learning. Subject leaders, including the Early Years Foundation Stage leader, have been appointed to share responsibility for the school's improvement. They have undergone training, but are not yet involved sufficiently in driving developments to raise achievement in each year group.
- The local authority is offering an appropriate level of support to help leaders and managers to raise achievement through checks on its effectiveness and guidance from specialist advisers.
- A sharply focused school improvement plan is based on robust self-evaluation, including the analysis of the school's own and national numerical data. The priorities are the correct ones for the school, with a strong emphasis on improving teaching and pupils' attitudes to learning.
- The curriculum gives pupils some opportunities to develop their skills in English through science and through information and communication technology. Mathematics skills are rarely used in other subjects. The use of additional sport premium funding has provided pupils with increased participation and enjoyment in an extensive range of healthy activities, sometimes away from the school. This was particularly important when the hall could not be used as a result of storm damage.
- These factors, together with the emphasis on pupils working to support and trust each other, contribute well to pupils' spiritual, moral, social and cultural development.
- Parents' and carers' responses to Parent View and to the school's own survey, and favourable comments made to the inspector, confirm that most are happy with the quality of education and care their children receive.
- **The governance of the school:**
 - Many governors are inexperienced and are undergoing training to improve their effectiveness. They have a clear understanding of their responsibilities, but their visits to gain in-depth knowledge of the school and its quality of teaching, and to contribute to its self-evaluation, are at an early stage of development. Recent discussions gave them insight into what pupils think about school and their experiences, but generally they are too reliant on information from the headteacher.
 - Governors know how the appraisal system works, and ensure that there are links between pay rises and pupils' achievement targets. They know what is done to reward good teachers and tackle underperformance. That said, they do not offer sufficient challenge and support to senior leaders to raise achievement. Until recently, governors have not had a full understanding of national numerical data to compare the school's performance with others across the country.
 - Careful oversight of finances enables the school to employ a good number of adults to offer support to larger classes and to disabled pupils or those with special educational needs. The funds for pupils eligible for the pupil premium are used to good effect. Statutory requirements, especially with regard to safeguarding, are fully met.

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	118182
Local authority	Isle of Wight
Inspection number	432431

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	99
Appropriate authority	The governing body
Chair	Gordon Kendall
Headteacher	Beverley Gilbert
Date of previous school inspection	12– 13 May 2011
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