

# Brailes CofE Primary School

Lower Brailes, Banbury, OX15 5AP

**Inspection dates** 2–3 October 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils make good progress, particularly in reading and mathematics, and leave Year 6 with standards that are above average.
- Teaching is good because teachers make learning interesting for the pupils and match tasks well to different ages and abilities.
- The use of assessment information has improved since the last inspection. School leaders and teachers now use the information well to set challenging targets for pupils and to monitor their progress.
- Governors work well with the headteacher to monitor and evaluate how the school is doing. They provide good challenge and support.
- Children in Reception settle quickly and happily into school. They make good progress in all areas of learning and are well prepared for Year 1.
- Pupils show great consideration for each other, with older pupils taking care of younger children. Their behaviour is good and they are eager to learn. They feel safe in school and know that staff look after them well.
- Pupils have a strong understanding of what is right and wrong. The school successfully places a high emphasis on supporting pupils' spiritual, moral, social and cultural development.
- Parents are very positive about the work that the school does with their children. They know that their children are valued and well-cared for and recognise the school's important role within the local community.

### It is not yet an outstanding school because

- The standards that pupils attain in writing are not as high as in mathematics and reading because pupils are not provided with enough opportunities to write at length.
- The progress that pupils make in Years 1 and 2 is not as rapid as in other year groups in school as teachers' expectations of what they can achieve are not always sufficiently high.
- Teachers do not have enough opportunities to observe and learn from outstanding teaching in other schools.

### Information about this inspection

- The inspector observed nine lessons or parts of lessons, two of them jointly with the headteacher.
- The inspector looked at work in pupils' books and listened to some pupils in Years 1 read. He met with a group of pupils to gain their views of the school. The inspector observed pupils' behaviour at breaktime, lunchtime and at the end of the school day.
- The inspector looked at a range of documentation, including assessments and records of pupils' progress; the school's checks and records relating to safeguarding, child protection and attendance; records of how teaching is managed; and the school improvement plans on how well the school is doing.
- Meetings were held with the headteacher, other staff and four governors. The inspector attended the school's Harvest Festival at the village church.
- The inspector took account of the 46 responses to the online questionnaire, Parent View, and the eight responses to the staff questionnaire. He also spoke to several parents at the end of the school day and at the Harvest Festival.

### Inspection team

Adam Hewett, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This school is very much smaller than the average-sized primary schools.
- Pupils are taught in three mixed-age classes. Pupils from Reception, Year 1 and Year 2 are in one class; pupils from Year 3 and Year 4 in another; and pupils from Year 5 and Year 6 in the third class. The headteacher teaches in the Year 5 and 6 class for the equivalent of two days a week.
- Due to lower pupil numbers in 2013 and 2014 there has been a reduction in the number of teachers employed within the school
- All pupils are of White British heritage.
- The proportion of pupils supported through the pupil premium is below the national average. This is additional government funding for pupils who are known to be eligible for free school meals and those who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs supported at school action is below average. The proportion identified for additional support through school action plus or with a statement of special educational needs is above average.
- In 2013, there were too few pupils in Year 6 for the government's floor standards, which set the minimum expectations for pupils' attainment and progress, to be applicable.

### What does the school need to do to improve further?

- Improve teaching and pupils' rates of progress by ensuring that teachers:
  - provide pupils with opportunities to apply their writing skills in longer pieces of work
  - in Years 1 and 2 have sufficiently high expectations of what pupils should achieve
  - have more opportunities to observe and learn from outstanding teaching in other schools.

## Inspection judgements

### The leadership and management are good

- Since the last inspection, the headteacher together with other leaders has improved the assessment processes used in school and this has led to a much clearer understanding by all staff of the progress that pupils should make. This has led to improved teaching and has raised pupils' achievement.
- The headteacher undertakes effective and accurate monitoring and evaluation of all aspects of the school's work. However her capacity to quickly translate the outcomes of the monitoring into clear action plans is sometimes limited by a lack of time and opportunity.
- All members of the small teaching staff have leadership responsibilities and they all effectively carry out their responsibilities to bring about improvements in teaching within their subject areas. The leader for mathematics has recently adapted the school policy on teaching mathematical calculations to match the requirements of the revised National Curriculum. This has ensured that all staff have a common approach to teaching calculations and that pupils are taught at levels appropriate for their ages and abilities.
- The school has worked in collaboration with other local small schools to develop aspects of its work, including sharing of expertise across all the schools and the development of common policies and practice. The school is working towards further changes in assessment process with other schools which will be put into place later this academic year. It makes good use of a strong partnership with the local secondary school to provide pupils with specialist subject teaching.
- The school has developed an interesting range of topics that captures the pupils' imagination. The curriculum supports pupils in their development as citizens of modern Britain and provides them with opportunities to gain a greater understanding of current issues, both within their own country and abroad. Learning is enhanced through visits to places such as Shakespeare's birthplace and a local Sikh place of worship.
- The primary sports funding has been used well. Pupils now take part in a greater range of sports and receive better quality teaching which has raised their levels of performance.
- Parents show strong confidence in the work of the school and recognise and value the fact that their children are well cared for and taught.
- Pupils' spiritual, moral, social and cultural development is very well supported. Pupils develop a clear understanding of what is right and wrong. They have good opportunities to gain an appreciation and understanding of other people's beliefs and traditions. The school's importance within the local community was reflected positively through the harvest service at the village church which pupils, parents and other members of the community all participated in enthusiastically.
- The school places a strong emphasis on safeguarding and ensures that all statutory requirements are met.
- The management of teachers' performance works well because it closely links teachers' pay with the achievement of the pupils that they teach.
- The level of support provided by the local authority has been appropriate to its needs. When required, it has offered support and advice.
- **The governance of the school:**
  - Governors are knowledgeable about the work of the school. They use the data that is available to them effectively to measure how well the pupils are achieving in comparison with pupils in other schools. Governors have clear areas of responsibility and use their sub-committee structure well to monitor the quality of teaching and pupils' achievement. They have had to make difficult financial decisions over staffing levels and recognise that this has had an impact on class organisation. They understand how the additional resources available to the school, including the pupil premium and the sports funding, are used and check on the impact of this spending. They ensure that teachers are suitably rewarded for the quality of their teaching and its impact on pupils' achievement. They fulfil all their statutory duties well.

**The behaviour and safety of pupils are good****Behaviour**

- The behaviour of pupils is good. Pupils have a clear understanding of how they should behave and fully understand the sanctions and systems that are in place should there be any misbehaviour. They are very caring towards each other. During the inspection, the older pupils played with and supported, at breaktime and lunchtime, the Reception children who had only been in school for a few weeks.
- Pupils are provided with good opportunities to take on responsibilities, including being chosen to be house captains. They show care and consideration for each other and engage willingly in helping others beyond the school through activities such as fundraising for a local charity and harvest donations for a food bank.
- Behaviour in lessons is good and pupils are interested and engaged in their learning. Occasionally Year 1 and 2 pupils are not given sufficiently clear instructions about what they are expected to achieve and the attention of a few pupils wanders.
- Pupils say that there is virtually no bullying in school. They believe that, if it were to occur, staff would act quickly and effectively to deal with it. They know about different types of bullying, including cyber-bullying and homophobic name-calling.

**Safety**

- The school's work to keep pupils safe and secure is good. Pupils say they feel very safe in school and have a good understanding of how to keep themselves safe in a range of situations, such as when crossing roads or the dangers of fire. Pupils have been taught about the safe use of the internet but some younger pupils do not fully understand what this means to them when using computers online. Visitors to the school are checked to ensure that pupils and staff are kept safe.
- Attendance is above average. The school has good systems to ensure that pupils attend regularly.
- Parents have a very positive view of behaviour and spoke appreciatively of the care that the school provides for their children.

**The quality of teaching is good**

- Teaching is good. Evidence in pupils' books show that tasks are well matched to the abilities of all pupils and, as a result, pupils make good progress over time.
- Relationships between adults and pupils are very good and teachers set tasks that engage pupils' interest and motivate them to do well. Teachers use questioning well to probe pupils' understanding and adapt questions to the different ages and abilities of pupils.
- The teaching of mathematics and reading is particularly effective and pupils make good progress in these subjects. Pupils are taught key skills in mathematics and are then provided with relevant opportunities to use this knowledge to solve real-life problems, such as accounting for funds raised in support of their chosen charity. The teaching of phonics (the sounds that letters make in words) is good, with pupils able to apply their knowledge to reading books that are of interest to them and that are well matched to their abilities and ages.
- The marking of pupils' work in writing is particularly good. Teachers provide pupils with helpful comments that indicate how work can be improved and pupils have individual targets that they use well to measure how they are doing and to see what they need to do next.
- Disabled pupils and those with special educational needs are taught well. Their needs are identified early and they, together with the small number of pupils supported through the pupil premium funding, are provided with individual or small group support often from well-trained teaching assistants. Effective teaching also ensures that the most-able pupils are set suitably challenging tasks and this helps to ensure

they make good progress.

- Whilst there has been an improvement in teaching across the school since the last inspection, particularly in the use of assessment information, staff have not had many opportunities to observe and learn from outstanding teaching in other schools.
- Following recent consultations with parents, arrangements for homework have been strengthened and there is now an appropriate amount of work for pupils to undertake outside of the school day.
- Sometimes the expectations from staff of what some children in Years 1 and 2 should achieve are not high enough. The work they are given is occasionally too easy, which slows their progress.
- Pupils are taught skills of punctuation, spelling and grammar well and the presentation of their written work is good. However, teachers do not give pupils enough opportunities to use their writing skills in longer pieces of work. This means that the progress of pupils in writing is not as good as it is in other subjects.

### The achievement of pupils

is good

- In 2013, by the time they left the school, every pupil in Year 6 had made at least the progress expected of them in reading, writing and mathematics. The standards that pupils attained in writing, grammar, punctuation and spelling and mathematics by the end of Year 6 were well above average. School data indicates that the pupils who left the school at the end of Year 6 in 2014 had also made good progress and had attained standards that were well above average.
- The progress that pupils make in other year groups is good. However progress in writing for younger pupils is not as good as in mathematics and reading due to a lack of opportunity to apply their writing skills in longer pieces of work.
- The progress of the most-able pupils is good, with a high proportion achieving the higher levels in reading, writing and mathematics. This is due to teachers accurately assessing what these pupils know and can do, and setting tasks that are well matched to their abilities.
- The small number of pupils in school who receive additional funding through the pupil premium make progress in line with their peers in school in reading, writing and mathematics. In 2013, there were too few pupils in Year 6 to compare their attainment with their classmates or with pupils nationally without risk of identifying the individuals. Additional funding has been used to provide small-group or one-to-one tuition which helps them make good progress.
- In the 2013 and 2014 Year 1 screening checks on phonics, the proportions of pupils attaining the expected standard were above national. Most pupils use their phonic skills well to help them read new words.
- Disabled pupils and those who have special educational needs make good progress from their different starting points that is generally in line with other pupils in school
- Standards at the end of Year 2 have varied. In 2013, they were below average. Unpublished data and the school's own records indicate that standards at the end of Year 2 in 2014 had improved and that they were slightly above average. However in writing the proportion of pupils reaching the higher standards was below average

### The early years provision

is good

- Most children start in Reception with skills and knowledge that are broadly in line with those found for their age. However, this varies from year to year. Pupils make good progress in Reception so that, by the time they move into Year 1, standards are above average. School data from 2014 indicates that all children, including the most able and disabled children and those with special educational needs, had

made good progress and that attainment was above average.

- The current children in Reception have settled in well and have formed good relationships with each other. Good processes are in place to help the children become familiar with school, including visits in the term before they start. Parents contribute to the initial assessments of their child's abilities and this helps staff have a good understanding of how they can best support each child when they start in school. Children listen well and are beginning to understand that they need to take turns when they want to speak.
- The indoor and outdoor classroom areas are set up well to promote learning and to allow children to make decisions. An Indian restaurant area had been set up and this helped children to gain an appreciation of other cultures and to start to use number skills in counting.
- Teaching in Reception is good. Children's physical, social and emotional well-being are very well provided for and staff make thorough and detailed assessments of each child's ability and knowledge. Staff provide good opportunities for children to develop their communication skills by asking questions that encourage them to reply in full sentences.
- Leadership of the early year's provision is good. Staff work well together to make sure that the specific needs of the children in a mixed-age class are met. The early years' leader has evaluated practice and has brought about changes that are increasing the learning opportunities available to children.

## 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

<b>Unique reference number</b>	125626
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	448573

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	67
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dale Packer
<b>Headteacher</b>	Sarah Plaskitt
<b>Date of previous school inspection</b>	16 June 2010
<b>Telephone number</b>	01608 685253
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