

Brailsford CofE Primary School

Luke Lane, Brailsford, Ashbourne, Derbyshire DE6 3BY

Inspection dates

13–14 February 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- School leaders and governors ensure that the improvements they make maintain good teaching and pupils' good achievement.
- The headteacher leads a strong staff team whose members work and share expertise with each other well.
- Leaders check regularly and accurately the quality of teaching and the curriculum.
- Teaching is good. Staff make learning interesting and consistently apply the school's new approaches to improve the curriculum.
- Pupils are keen learners. They respond very well to a wide range of learning experiences.
- Pupils behave well and they say that they feel safe. Relationships are good and pupils get on well together.
- The curriculum promotes pupils' spiritual, moral, social and cultural development very well. Pupils have a good understanding of important values.
- Attendance is above the national average. Very few pupils miss school frequently.
- Children in the early years achieve well because of good teaching.
- In Year 1, standards in phonics are above the national average.
- New ways to teach writing are leading to strongly improving progress. However, these have not been established long enough to yet see the overall effect on standards.
- Although the teaching of spelling is now consistent, it is not yet fully effective in ensuring that pupils spell accurately.
- There is room for more regular feedback to teaching assistants to help them to understand how well they are doing their jobs.
- Leaders do not provide parents with a clear enough picture of the effectiveness of the school's work.

Full report

What does the school need to do to improve further?

- Improve teaching and raise standards further by ensuring that teachers:
 - fully establish the school’s approach to the teaching of writing to ensure that pupils reach their full potential
 - enable pupils to build their skills in spelling effectively.
- Strengthen leadership and management by:
 - providing greater guidance to teaching assistants so that they recognise what they are doing well and how to improve their work further
 - widening ways to celebrate the school’s work with all parents.

Inspection judgements

Effectiveness of leadership and management

Good

- Since the previous inspection, the school has experienced significant changes to staffing, leadership and governance. After a transitional stage of moving to new premises and establishing new staff, and a period of weaker performance, the school is now back on track and providing well for its pupils.
- The aspirational headteacher has high expectations of staff and pupils. She recognises and uses staff expertise very well. She expects teaching to be consistently good and encourages pupils' positive attitudes to learning. As a result, the school is a happy place where good teaching flourishes and pupils thrive.
- The headteacher and subject leaders check teaching and pupils' learning routinely. They give teachers guidance so that they know how to improve. There is good teamwork among staff, although leaders do not yet provide regular feedback to teaching assistants so that they are clear about the quality of their work.
- Staff benefit from sharing ideas with each other and with staff within the federation. This extends their leadership skills and ensures accuracy in their evaluation of pupils' work. The local authority is supportive and verifies the view that leaders have of the school's effectiveness.
- Leaders clearly identify the main priorities and carefully select new approaches which best suit the school's needs. They provide staff with suitable training to implement new ways of teaching, for example in phonics, spelling and writing, with a positive effect on pupils' achievement.
- The curriculum is well balanced and interesting. Pupils enthuse about trips and visits, which enhance their learning and widen their experiences. During the inspection, they spoke keenly about a planned trip to an art gallery to see the work of the artist Joseph Wright, and about a previous visit to the local city cathedral.
- The curriculum strongly encourages pupils' spiritual, moral, social and cultural development. Pupils learn about places, eras and cultures that are different to their own. They visit places of worship associated with faiths other than Christianity. They consider issues that affect society, such as homelessness and recycling. Pupils learn about democracy as a result of their involvement in the eco and school councils. In this way, they are well prepared for life in modern Britain.
- Extra funding that the school receives for disadvantaged pupils and those with special educational needs and/or disabilities (SEND) is spent on additional staff and resources, which support pupils' academic and personal development well.
- Leaders use the primary school sports funding effectively to increase pupils' participation in regular activity, including at lunchtimes. Staff work alongside sports coaches to develop their skills in teaching physical education lessons. The use of the funding has a positive effect on pupils' enjoyment, health and well-being.
- The majority of parents are very positive about the school's work, typified by this parental comment, 'This school has a fabulous supporting and family-based ethos, providing a safe and happy environment in which children thrive.' However, comments

received from parents during the inspection indicate that not all have a full understanding of the work of leaders and how well the school promotes pupils' good behaviour and learning.

Governance of the school

- Members of the governing board ensure effective collaboration between staff and the use of facilities to benefit pupils in both schools within the federation. The decisions the governing board made about school leadership when the federation was formed have maintained an effective and well-run school.
- Governors are well informed about the school's work because they visit frequently to talk to pupils, leaders and staff. They know about improvements to the curriculum and they ask relevant questions to hold school leaders to account. Governors use the expertise within their ranks well.
- Governors know how additional funding, for example the pupil premium, is spent and the effect it has on pupils' achievement. They check that extra spending on resources is effective. They are involved in setting the school's main priorities and check progress towards achieving them.
- Governors collect the views of parents and produce regular newsletters about their work. They are finding ways to increase parental involvement, for example by the recent formation of a new parent, teachers and friends association.

Safeguarding

- The arrangements for safeguarding are effective. Leaders and governors ensure that the school's systems and procedures are fit for purpose. They make the safety of pupils the responsibility of all. Staff receive regular training and updates and they understand the school's systems. Checks made on adults who work with pupils are robust.
- Any child protection concerns that may arise are thoroughly recorded and followed up. Leaders work closely with external agencies and families to ensure that any issues are resolved effectively.
- The curriculum promotes pupils' safety and helps them to understand how to keep safe from bullying, including the potential dangers when using technology. Staff use current affairs programmes, such as 'Newsround', to raise pupils' awareness of the outside world and of possible risk, such as that presented by extremism.
- The school's records show that bullying incidents are rare and pupils agree. Staff create a climate where pupils feel comfortable to talk about any worries they may have. Pupils say that the worry boxes are useful ways to let adults know about their concerns.

Quality of teaching, learning and assessment

Good

- Teachers ask probing questions to check pupils' understanding. They correct misconceptions and explain clearly. They provide tasks which are well suited to pupils' abilities, enabling them to make good progress. They often challenge the most able to work at greater depth.

- Teachers motivate learning well. They link subjects together effectively in well-planned topics to help pupils make sense of their learning. For example, during the inspection, pupils in the Year 5 and 6 class devised persuasive letters to the pharaoh during their learning about the Egyptians.
- In mathematics, staff enable pupils to build solidly upon their previous learning and to calculate securely. They use resources well and question pupils' thinking. For example, during the inspection, the teacher of Year 1 and 2 expected pupils to reach their answers in various ways. Pupils enjoyed working with each other to test their knowledge of odd and even numbers. The most able rose to the challenge of applying their skills to solve problems.
- Staff teach phonics and reading regularly. They help pupils to use their phonics knowledge to improve their reading and writing. Recent changes to the teaching of phonics are now improving pupils' spelling. However, in some cases, pupils do not make the best use of available resources or build systematically enough upon their previous learning to spell correctly.
- Teachers ensure that pupils write in various ways across a range of subjects. They often link pupils' writing to their reading and use class books to inspire pupils' ideas. They encourage pupils to write descriptively and imaginatively. They expect pupils to use what they know about grammar and punctuation whenever they write. As a result, pupils' progress in the subject is improving strongly.
- Teachers expect good behaviour and well-presented work. They use the class behaviour systems well to praise effort and to share pupils' achievements frequently with parents.
- Teaching assistants make a valuable contribution to pupils' learning. During lessons, they often work with individuals, including those with SEND, and small groups of pupils. They help pupils to make small steps in their learning and to solidly develop their basic skills. They establish good relationships and boost pupils' confidence.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils participate in the school community very well. They willingly take on responsibility and wear their badges, for example as school councillors and buddies, proudly. They take their roles seriously and recognise how their actions help other pupils and the school.
- Pupils say that they feel safe. They know about the different forms that bullying may take and understand how to keep themselves safe, including when using technology. They talk sensibly about what to do if they have any worries and they are confident that staff will help them to sort out any problems that may arise. Pupils agree that bullying is not an issue in their school.
- Pupils are very aware of the importance of good relationships. They know about, and demonstrate, important values, such as respect and tolerance towards each other and others beyond the school community.

Behaviour

- The behaviour of pupils is good. It aids the smooth daily running of the school, which is calm and orderly. Pupils' positive attitudes contribute well to the good progress they make. Their enjoyment of school is reflected in their attendance being above the national average.
- Pupils settle to learning quickly. They try their best to meet their teachers' expectations, including how well they present their work. Pupils share their ideas well with each other and respond to teachers' questions willingly.
- Pupils behave well with a range of adults and during activities other than lessons. They participate in adult-led games at playtimes and are happy to engage in clubs at lunchtimes. They respond positively to staff during the well-run breakfast club, which provides a sociable start to the school day.
- Pupils know the school's rules and sanctions. They say that the class reward system works well and helps to ensure good behaviour. They show maturity in analysing small incidents of unacceptable behaviour which may occur. They have a strong sense of fairness and play their part in helping to resolve issues to ensure that good behaviour is maintained.

Outcomes for pupils

Good

- Leaders' analysis of previous performance has led to greater accuracy in determining pupils' progress. This, together with improvements to teaching and to the curriculum, ensures that staff build effectively upon pupils' previous learning. Consequently, pupils achieve well.
- In Year 1, pupils consistently achieve standards above the national average in phonics. The new approaches to the teaching of phonics are helping pupils to improve their reading and writing, although the quality of pupils' spelling remains variable.
- Throughout the school, pupils' progress in writing is improving strongly. Pupils know what they need to do to write well and use their knowledge of grammar and punctuation to improve their writing. As a result, although not yet as strong as in reading and mathematics, standards in writing are rising.
- The most able pupils make good progress. They frequently receive extra challenge in lessons, particularly in mathematics. More pupils than previously now work at a greater depth in reading, writing and mathematics because teachers match work well to their abilities.
- Pupils with SEND make good progress in line with their capabilities because they receive good adult support and well-pitched work. Extra resources and individual plans aid their learning effectively. Staff nurture pupils' personal development well.
- Disadvantaged pupils make good progress alongside their classmates. Leaders use the pupil premium funding effectively to provide pupils who need to catch up with extra help.
- Pupils achieve well in a range of subjects. In mathematics, they calculate competently and use their knowledge to solve problems. They read widely and with interest.

Learning in history and geography develops their knowledge and understanding of eras and places. In science, pupils acquire facts and carry out investigations. In art, they develop skills in working with a range of materials.

- In 2018 by the end of Year 6, overall standards were below the national average because there was some variation in the amount of progress pupils made during their time at the school. Because of leaders' actions, pupils currently in Year 6 are on track to reach higher standards and are better prepared for their learning in secondary school than previously.

Early years provision

Good

- From starting points that are broadly typical for their age when they come to school, children make good progress in all areas of learning and achieve well. Consequently, they are well prepared for their learning in Year 1.
- Good teaching means that staff give children interesting activities, which encourage them to deepen their understanding and to build their skills in reading, writing and mathematics.
- Staff provide well for the range of abilities within the class. They make sure that those who need to catch up are well supported and the most able are encouraged to do their best. They check children's progress frequently to ensure that all are on track to achieve well.
- The attractive learning spaces, indoors and outside, are used well to nurture children's independence and curiosity. Staff praise children's efforts and help them to behave well and safely. As a result, children's behaviour and attitudes to learning are good.
- Staff ensure that tasks develop children's understanding of the world. For example, during the inspection, various activities introduced children to the notion of recycling. Children explained very well why it is important to think about how our actions have an impact upon the planet.
- Good leadership ensures that there are good arrangements for when children start in the early years and for regular communication with parents.

School details

Unique reference number	112804
Local authority	Derbyshire
Inspection number	10086734

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	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	121
Appropriate authority	The governing board
Chair	Alison Cresswell
Headteacher	Nicola Foulds
Telephone number	01335 360 393
Website	www.brailsford.derbyshire.sch.uk
Email address	headteacher@brailsford.derbyshire.sch.uk
Date of previous inspection	25–26 June 2015

Information about this school

- The school is smaller than average.
- Most pupils are from White British backgrounds.
- The proportion of disadvantaged pupils is well below the national average.
- The proportion of pupils with SEND is at the national average.
- The early years comprises one class for Nursery- and Reception-aged children who attend full time.
- A federation with Bradley CofE Primary School was formed in 2017. Both schools have the same governing board and the same headteacher.
- Since the previous inspection, the school has experienced significant changes to staffing, school leadership and governance. The headteacher of Bradley CofE Primary School took up the post as headteacher of this school in September 2017.
- The school offers a breakfast club, which is managed by the governing board. There is

also after-school care which is privately run.

Information about this inspection

- The inspector observed learning in nine lessons, four of which were seen jointly with the headteacher. In all, four members of staff were observed teaching.
- The inspector looked at samples of pupils' work across the school. She spoke with pupils about their work during lessons, met with groups of pupils and listened to pupils read. The inspector observed playtimes and visited the breakfast club.
- The inspector held meetings with governors, school leaders and staff. She also met a representative of the local authority.
- The inspector analysed the 54 responses to Ofsted's online questionnaire, Parent View, and took account of written comments from parents. The inspector spoke with some parents during the inspection.
- The inspector analysed the 90 responses to the pupil survey and the 16 responses to the questionnaire submitted by staff.
- The inspector scrutinised the school's systems and documentation relating to safeguarding. She reviewed information about pupils' attainment and progress, and about their attendance. The inspector evaluated the school's improvement plans and evidence of its checks on the quality of teaching.

Inspection team

Viv McTiffen, lead inspector

Ofsted Inspector

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