

Inspection of a good school: Bramley Vale Primary School

York Crescent, Doe Lea, Chesterfield, Derbyshire S44 5PF

Inspection dates:

8 and 9 June 2022

Outcome

There has been no change to this school's overall judgement of good as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

What is it like to attend this school?

Pupils enjoy attending Bramley Vale School. They feel part of a school family. They appreciate their teachers' efforts to make learning interesting and fun. Pupils say that there is always lots to look forward to every school day.

Teachers have high expectations of pupils' behaviour and conduct. Pupils behave well. They are polite and friendly. They often treat each other with consideration and respect. They usually behave well in lessons. However, some pupils can become disengaged and silly when their learning needs are not fully met.

Pupils say that bullying is rare. They have confidence in their teachers to resolve any issues if they 'fall out' with friends. The anti-bullying ambassadors are proud of the role they play in promoting kindness within the school.

The school's values of 'pride, positivity, independence, resilience, kindness and a sense of adventure and creativity' run through many of the activities that pupils enjoy. They receive opportunities for trips and residential. They can learn from visitors to the school. Recently, many pupils enjoyed creating beautiful textile art with a local community artist. Pupils benefit greatly from these enriching experiences.

Some pupils do not learn as well as they could in their lessons. They continue to struggle with their reading and writing longer than they should. They are not prepared well for their next stage of learning.

What does the school do well and what does it need to do better?

The 'CRAVE' (cross-curriculum, relevant, attainment, varied, experiences) curriculum is in development. Curriculum planning in some subjects, such as mathematics, is further

ahead than in others. Pupils study an appropriate range of subjects. But leaders have not ensured that pupils study all subjects in enough depth. There are not enough planned opportunities for pupils to review previous learning to help knowledge stick. Some pupils do not remember some of the key information that they have been taught.

Many teachers have strong subject knowledge. They make skilful use of assessment to check pupils' learning. Pupils say that the 'big maths' assessment 'helps things to go into our brains'. However, in some subjects, teachers do not use assessment well. They do not check pupils' learning enough. Pupils' mistakes are not quickly spotted. They continue to make the same errors. This limits pupils' learning, particularly in writing.

The provision for pupils with special educational needs and/or disabilities (SEND) has improved. Teachers know pupils with SEND well. However, learning is not adapted to accurately meet their needs. Some pupils with SEND do not acquire the knowledge and skills that they could.

Reading is leaders' top priority. They want all pupils to read fluently and with accuracy. A sequential reading curriculum is in place. Pupils receive many opportunities to practise their reading. More pupils are reading at home. However, the reading curriculum is inconsistently taught. Some pupils do not receive teaching that is precise enough. They do not learn to read as quickly as they could.

Pupils say that they really enjoy books. They enjoy the headteacher's reading recommendations, particularly graphic novels. They have lots of access to interesting books in their classroom and the library. They appreciate the free access they have to 'the fantastic selection of books' in the headteacher's office. Pupils receive rewards for their reading. They appreciate these rewards. They say that they feel proud of their reading records.

An appropriate personal, social and health education programme is in place. Pupils learn about democracy. They put this learning into action. The school parliament seeks the views of pupils. There are many opportunities for pupils to vote, including for the names of the school guinea pigs! Activities that involve the local church have been re-established, including the Christmas service.

The headteacher has provided much-needed stability to the school. There has been a lot of change in a small amount of time. There has been a lot to do. Leaders' focus can now be on ensuring that pupils receive a good quality of education. Some teachers have many roles. Some do not have all the skills needed to lead a subject effectively. This is slowing the pace of the school's improvement.

Safeguarding

The arrangements for safeguarding are effective.

Pupils said they feel safe and happy in school. One pupil spoke for many when they said: 'There is always someone watching over us.' Pupils particularly appreciate that they can use the 'worry box' if they have a problem or concern. They value the 'listening' room.

The most vulnerable pupils receive a great deal of care. Leaders act promptly to address safeguarding concerns. Leaders' work with external agencies is effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Curriculum planning is in the early stages. The planning in some foundation subjects is not as secure as is needed. Pupils do not regularly revisit previous learning. They do not study to the appropriate depth or breadth. Leaders must ensure that the curriculum is well planned in all curriculum areas so that pupils acquire the knowledge and skills they need for their next learning steps.
- The reading curriculum is inconsistently implemented. Some teaching is not precise enough. Leaders must make sure that staff have the knowledge and skills they need to deliver the reading curriculum effectively.
- Teachers do not use assessment consistently well. At times, there are too few checks to make sure that pupils are learning well. Leaders must make sure that assessment is used skilfully to support pupils' learning, particularly in writing.
- The needs of pupils with SEND are not always met. This means that these pupils do not learn as well as they should. Leaders must make sure that the needs of pupils with SEND are met.
- Some subject leaders have not had the time or the training to be effective in their role. Some subject leaders have too many roles. Leaders must make sure that staff have the training, support and time they need to lead their area of responsibility well.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in March 2017.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their

inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	112503
Local authority	Derbyshire
Inspection number	10227873
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	160
Appropriate authority	The governing body
Chair of governing body	Parbinder Bual
Headteacher	Robert Rumsby
Website	www.bramleyvaleprimary.com
Date of previous inspection	28 March 2017, under section 8 of the Education Act 2005

Information about this school

- The headteacher joined the school in January 2021
- No pupils attend alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in her evaluation of the school.
- The inspector met with the headteacher and other senior leaders to discuss their evaluation of the quality of education. She met with the chair of governors and two members of the governing body.
- The inspector met with a senior local authority representative. She spoke with the local authority link adviser by telephone.
- The inspector carried out deep dives in reading, art and mathematics. For each deep dive, the inspector met with subject leaders, looked at the curriculum plans, visited lessons, spoke to teachers and spoke to pupils and looked at samples of pupils' work.

She heard pupils read.

- The inspector met with the designated safeguarding lead to discuss the actions taken to keep children safe. She reviewed a range of documents, including the school's single central record of staff. She looked at information about the actions taken to protect the most vulnerable pupils.
- The inspector considered the views of members of staff and pupils as shared in Ofsted's surveys. The 37 responses to Ofsted Parent View were taken into account.

Inspection team

Jayne Ashman, lead inspector

Her Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022