

# INSPECTION REPORT

## **BRAILSFORD C OF E PRIMARY SCHOOL**

Brailsford, Ashbourne

LEA area: Derbyshire

Unique reference number: 112804

Headteacher: Mr P J Wainwright

Reporting inspector: Mr L Garner  
25507

Dates of inspection: 12<sup>th</sup> March – 13<sup>th</sup> March 2001

Inspection number: 193206

Short inspection carried out under Section 10 of the School Inspections Act 1996

## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior  
School category: Voluntary controlled  
Age range of pupils: 4 – 11 years  
Gender of pupils: Mixed

School address: Main Road  
Brailsford  
Ashbourne  
Derbyshire  
Postcode: DE6 3DA  
Telephone number: 01335 360393

Appropriate authority: The governing body  
Name of chair of governors: Dr J E Keeley  
Date of previous inspection: 7<sup>th</sup> April 1997

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Brailsford Church of England Primary School is a small primary school serving a mixed but generally advantaged community. About four per cent of pupils are entitled to free school meals. This is below the national average. Pupils' attainment when they start school is generally above what is typical for their age. At the time of the inspection there were 87 pupils taught in three classes. The percentage of pupils identified as having special educational needs is well below the national average and no pupils have statements of special educational needs. Pupils come from Brailsford and neighbouring villages; an increasing number of pupils come from the neighbouring town of Ashbourne. Pupil numbers are increasing and there will be four classes in school next year.

### **HOW GOOD THE SCHOOL IS**

This is a good school with a number of outstanding features. Pupils' attitudes to their work and the relationships between staff and pupils are excellent. The leadership of the headteacher, and the support the governing body gives him, are very good. Teaching is good, pupils learn well and standards are often well above those seen in most schools. The school gives good value for money.

#### **What the school does well**

- Pupils attain high standards in English, mathematics and science by the time they leave school.
- The overall leadership of the headteacher and governing body is very good.
- Pupils' personal development is promoted very well and this encourages their excellent attitudes to their work and very good behaviour in class and around school.
- The quality of teaching is good.

#### **What could be improved**

- Standards in information and communication technology in Key Stage 2.
- The schemes of work for the non-core subjects, such as history, geography and music, need to be completed to fit in with the recently recommended national schemes.
- The provision for pupils in the reception class by improving the range of climbing apparatus and wheeled vehicles available for their use.

*The areas for improvement will form the basis of the governors' action plan.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has made satisfactory overall progress since it was last inspected in April 1997. All five key issues for action in the last report have been addressed.

- The headteacher now has one day a week to monitor teachers' planning and teaching.
- Individual records of attainment have been started for all pupils. Targets, based on previous attainment levels, are being set and tests will identify how pupils achieve the expected levels.
- Work has been done to develop whole-school schemes of work in the non-core subjects such as history, geography and music. However, the introduction of new curricular guidance to match the demands of Curriculum 2000 has meant that there is still work to do to complete all schemes.
- In the area of information and communication technology there have been a number of important developments. A new computer suite has been put in place and is almost ready

for use. Computer programs that will ensure full coverage of all the Programmes of Study of the National Curriculum have been purchased.

- Good progress has been made in other areas that were not key issues in the last inspection report. Attainment in the National Curriculum tests and assessments (SATs) by Year 6 pupils in 2000 was in the top five per cent of schools in the country. This group of pupils has made very good progress compared to the standards they achieved as Year 2 pupils at the end of Key Stage 1.
- The very good ethos seen in the school previously has been maintained, and pupils' attitudes to their work and the relationships between staff and pupils are now excellent.
- The governing body is now very effective in monitoring standards and what is happening in school.
- The school demonstrates a good capacity to develop further.

## STANDARDS

The table shows the standards achieved by eleven-year-olds based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	C	C	A*	A*
Mathematics	A	B	A*	A*
Science	A	C	A	A

Key	
very high	A*
well above average	A
average	B
average	C
below average	D
well below average	E

The school is doing well. Pupils in the year group which took the Year 6 National Curriculum tests and assessments (SATs) last year attained standards that, in English and mathematics, were in the top five per cent in the country. Results in science were well above average.

This is a small school, this means that the results achieved by one or two children can affect the comparisons with other schools. However, it is clear that standards are high and pupils are achieving levels that are better than those seen in most schools.

The results for the Year 6 pupils who took the National Curriculum tests and assessments (SATs) for eleven-year-olds in 2000 were particularly effective. Pupils attained standards that were in the top five per cent of schools in the country. The present Year 6, whilst working at a higher level than most pupils of their age, are not expected to match the very high standards of the group which left school last year. The school's realistic targets for Year 6 are likely to be met.

Results in the 2000 tests for seven-year-old pupils at the end of Key Stage 1, were well above the national average in reading, above average in writing but below average in mathematics. However, this was a particularly small year group of only six pupils and it is therefore difficult to make a comparison with other year groups.

Standards of attainment in information and communication technology by the pupils in Key Stage 2 are below the expected level because staff have not yet been trained to teach some aspects of the subject. This training has already been arranged.

### PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent! Pupils are eager to start their lessons each day. They want to do well and they work very hard in lessons. A feature of these lessons is the way pupils become involved in their own learning.
Behaviour, in and out of classrooms	Very good. The vast majority of pupils are well behaved and the school is an orderly community.
Personal development and relationships	Very good. Relationships between staff and pupils are excellent. Pupils know their views are valued. The 'family atmosphere' means that staff know pupils well and encourage them to develop to their full potential.
Attendance	Good; it is above the national average.

### TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	Aged 7-11 years
Lessons seen overall	Good	Good	Good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

No unsatisfactory teaching was seen in the 12 lessons seen during the two days of the inspection. Teaching was better than satisfactory in 75 per cent of lessons. Good teaching was seen in over half the lessons, 58 per cent, and very good teaching in two lessons for the oldest pupils.

All the teaching of English and mathematics observed was good or very good. The National Literacy and Numeracy Strategies have been implemented well and this makes a good contribution to pupils' learning. The major strength of teaching throughout the school is the way teachers relate to pupils. All teachers respect pupils' views, plan work carefully to meet individual needs and have high expectations of what they should achieve. Where teaching is less effective, reasons are usually linked to the constraints of the school building and resources. For example the lack of some facilities in the temporary classroom for the youngest children makes it difficult to work with water, and there is a lack of sufficient large apparatus for these children to develop their physical skills.

However, pupils throughout the school are learning well. The outstanding attitudes pupils have to their work means that they try hard, concentrate well and take full advantage of the good teaching they receive. The excellent ethos that has been created in the school means that everyone is dedicated to achieving high standards.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum meets statutory requirements and pupils have equal access to the opportunities the school provides. There are strengths in the provision for English and mathematics because of the impact of the literacy and numeracy documents. Schemes of work for non-core subjects have not yet been completed to meet the recommendations of recently introduced national plans.
Provision for pupils with special educational needs	Good. The two pupils on the register of special educational needs have good individual education plans that identify what they need to learn.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school's provision for pupils' social and moral development is very good. This enables pupils to develop the excellent attitudes, very good behaviour and sense of responsibility that underpins their good learning. There is sound provision for the spiritual and cultural development of pupils.
How well the school cares for its pupils	Teachers know their pupils very well and are fully committed to their well-being. The school's ethos and the very positive relationships between teachers and pupils ensure very effective personal and academic support. Pupils' progress is tracked effectively.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good overall. The headteacher has led the school well through a period of change. He is committed to pupils achieving well. Parents' appreciation of the standards achieved has led to an increase in pupil numbers. He leads by example, supporting staff very well.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities very well. They are well organised and bring many skills to help the school. Governors have a good oversight of the strengths of the school and the areas to be developed.
The school's evaluation of its performance	Good. Systems for monitoring and further improving the quality of teaching are in place. National test results in English, mathematics and science are analysed to track pupils' progress and to set targets for future attainment.
The strategic use of resources	Satisfactory. Funds are directed well to appropriate priorities. Resources for learning are used effectively and support staff in lessons are well used to aid pupils' progress.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• They find the school approachable.</li><li>• They consider teaching to be good.</li><li>• Children are expected to work hard and do their best and are making good progress.</li><li>• The school helps children to become more mature and responsible.</li><li>• Their children like school.</li></ul>	<ul style="list-style-type: none"><li>• Several would like to see more homework given to the older children.</li><li>• Information about how their children are getting on.</li><li>• The range of activities provided outside lessons.</li><li>• Many parents feel the accommodation is inadequate.</li></ul>

The majority of parents who returned the questionnaires and attended the meeting with the registered inspector have a very positive view of the school.

Inspectors' judgements agree with the positive views of all the parents. Inspection evidence shows that the school provides similar activities outside lessons to most small primary schools. We agree that the small classrooms limit some of the activities and seating arrangements in Key Stage 2. The lack of a hall means that some teaching time is lost as pupils walk to the village hall for physical education. Inspectors also agree that for parents who cannot visit the school during the day, the period of time between the two meetings for parents, in Autumn and Summer, might be too long to keep them up-to-date with the progress their children are making.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **Pupils attain high standards in English, mathematics and science by the time they leave school.**

1. The range and quality of pupils' work in English is impressive. Year 6 pupils discuss the story they are studying very well. They describe the ways in which Aladdin might have descended into a hole in the ground very imaginatively. They use similes well as they describe how he looks: 'his eyes were as wide as dinner plates'. They effectively re-write some of the passages of the story, putting in their own phrases. Year 4 pupils accurately predict the ending of the story they are reading. Year 2 pupils are learning about the value of a dictionary; they know that if they are looking for words which begin with letters 'x, y or z' they should look at the end of the book because that is where these letters come in the alphabet. The youngest pupils are developing a good understanding of language. A pupil in the reception year correctly identifies the book they are reading as non-fiction because it gives information and does not tell a story.
2. Teachers have used the National Literacy Strategy well to develop pupils' skills in areas of mathematics such as mental arithmetic. Year 6 pupils confidently halve and double numbers. They identify accurately the lines of symmetry in shapes such as squares and triangles, and many recognise that there are so many lines of symmetry in a circle that it is impossible to number them. Year 4 pupils explain clearly how they have correctly divided 72 by 3. Pupils from Year 2 are also learning how to divide numbers and work out how many 'hops' of four they need to get to numbers such as 28. They collect information about the colour of cubes chosen and construct accurate block graphs to record the results. Children from the reception group are doing a similar task but use the cubes to build up a record of the different colours.
3. Year 6 pupils recognise that electric power from a battery needs to have a complete circuit to light a bulb or activate a buzzer. They use symbols accurately when recording their work. Pupils in Year 1 and Year 2 recognise that most seeds begin to grow into plants in Spring, develop fully in Summer and then produce seeds again in Autumn.

#### **The overall leadership of the headteacher and governing body is very good.**

4. The school is given very clear direction by the leadership of the headteacher. He teaches the oldest pupils for most of the week, and therefore has to balance this commitment with his management role. He does this well. He leads by example and his enthusiasm for the school is shared by teaching and support staff. Parents feel that he is the reason why standards of attainment and behaviour are so good.
5. The governing body has established itself as a positive force for development in the school. It saw the school successfully through a period when pupil numbers dropped and there were only two classes. Now, as the reputation of the school has reached parents in surrounding areas, numbers have increased and will increase further in the next school year. Governors are very supportive of the school, proud of the standards achieved, but still discuss all issues thoroughly. They bring a wide range of expertise to the school. The chair of governors, in particular, provides other governors with useful background information and gives the headteacher useful support by involving governors in activities such as writing the annual report to parents.

**Pupils' personal development is very well promoted and this has encouraged their excellent attitudes to their work and very good behaviour in class and around school.**

6. The school's excellent ethos linked firmly to a caring Christian community means that the personal development of pupils is central to its work. It regards the high standards achieved to be closely linked to pupils' attitudes to their work and the life of the school in general. The excellent relationships apparent in school, between adults and children and between children of all ages encourage open discussion. Pupils know their views will be valued and are confident when expressing them.
7. The three classes all have pupils from three different year groups. This means that younger pupils in each class observe good attitudes and behaviour from older pupils. Pupils encourage one another well in lessons. This was seen, for example, in an English lesson for the oldest pupils when one pupil thought of an interesting phrase, 'he shot into the hole like a bullet'. Generous congratulations followed, 'Oh well done! I like that'. Older pupils naturally help younger ones in the playground and appreciate the 'family atmosphere' created in school.
8. Pupils are encouraged to tackle their work in ways that suit them. They are given sound guidelines but know they have opportunities to present their work in different ways.

**The quality of teaching is good.**

9. The quality of teaching seen during the inspection was good. Very good teaching was seen in the class for the oldest pupils. No unsatisfactory teaching was seen.
10. There were a number of significant strengths in the teaching seen. Foremost among these are the excellent relationships between teachers and pupils. This means that pupils are confident that their contributions to lessons will be valued, and willingly offer answers to questions and join in discussions. The enthusiasm of teachers helps to capture pupils' attention and interest. In most of the lessons seen the working atmosphere was very purposeful and this helped pupils make good gains in their learning.
11. Teachers identify clearly what they expect pupils to learn in lessons. This means that pupils understand the purpose of their activities and concentrate well on these objectives. Very good questioning helps pupils to sustain concentration well. An example of this was seen as pupils from Years 4, 5 and 6 in the 'top' class were trying to re-write a passage from Aladdin. Each year group was encouraged to improve and refine their work as the teacher skilfully questioned them at the appropriate level.
12. Teachers are confident in the strategies needed for the literacy and numeracy lessons. These sessions are well planned, well presented and interesting. There is a good range of resources available for these subjects. This means that pupils are often using new, attractive books and other materials that interest them, and this encourages effective learning.
13. Less effective aspects of teaching were usually linked to the condition of the teaching areas or lack of resources. For example, physical education lessons are taken in a village hall without the range of apparatus usually found in a school hall.

**WHAT COULD BE IMPROVED**

**Standards in information and communication technology in Key Stage 2.**

14. There are gaps in the provision made for pupils. Although some areas of the subject, such as word processing and producing work on computers which link pictures and words, are done well, other areas have not been developed as they could have been. One reason for this has been the emphasis paid to literacy and numeracy in the last three years. In a small school it is not always possible to develop teachers' skills over a wide range of subjects in a short period of time. The particular gap in the provision has been identified as being the areas in which Key Stage 2 pupils control models by using computers. However some work has been done. The recently acquired computer suite will soon be operational. Computer programs, which deal with the 'control' aspects of the subject, have been bought and are ready to be used. The final piece of the jigsaw is in the area of staff training and this has been arranged for this term. When all these aspects are in place work can be started to ensure that all areas are thoroughly covered.

**The schemes of work for the non-core subjects, such as history, geography and music, need to be completed to fit in with the recently recommended national schemes.**

15. This area of school life again has been affected because of the small number of teachers employed. In a larger school each subject scheme of work might have one teacher producing the final document. In this school two or three teachers have to produce documents for all subjects. The school has recognised this as an area for development and work has already been started. The move from three to four classes also has implications for this work. From September each class will have two year groups instead of three. This has meant that plans have had to be adapted.

**Provision for pupils in the reception class by improving the range of climbing apparatus and wheeled vehicles available for their use.**

16. There is a shortage of resources which can be used by the youngest children to develop their physical skills. This, combined with the situation where the village hall is used for indoor physical education, means that these children are getting fewer opportunities to develop these skills than children in other schools.

#### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

The governors, headteacher and staff should further improve the quality of education offered by:

- ensuring that all aspects of the Programmes of Study for information and communication technology are taught, and those pupils' skills in this subject are monitored and assessed;
- ensuring that all subjects taught in school have schemes of work which mean pupils cover all the topics they should do and do not repeat work at the same level;
- improving the provision for physical education for the youngest pupils by providing more appropriate apparatus and wheeled vehicles.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	12
Number of discussions with staff, governors, other adults and pupils	10

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	17	58	25	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	87
Number of full-time pupils known to be eligible for free school meals	5

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	2

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	2

### Attendance

#### Authorised absence

	%
School data	4.4
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.1
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

## Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	12	2	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	12	10
	Girls	2	2	2
	Total	13	14	12
Percentage of pupils at NC level 4 or above	School	93 (83)	100 (67)	86 (83)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	12
	Girls	2	2	2
	Total	13	13	14
Percentage of pupils at NC level 4 or above	School	93 (67)	93 (67)	100 (67)
	National	70 (68)	72 (69)	79 (75)

Percentages in brackets refer to the year before the latest reporting year.

## Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	74
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

## Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y7**

Total number of qualified teachers (FTE)	3
Number of pupils per qualified teacher	29
Average class size	29

#### **Education support staff: YR – Y7**

Total number of education support staff	2
Total aggregate hours worked per week	32

### **Financial information**

Financial year	1999/2000
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	£
Total income	131,465
Total expenditure	129,542
Expenditure per pupil	1,705
Balance brought forward from previous year	5,193
Balance carried forward to next year	7,116

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	87
Number of questionnaires returned	48

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	27	2	2	0
My child is making good progress in school.	60	25	6	2	6
Behaviour in the school is good.	52	42	0	0	6
My child gets the right amount of work to do at home.	35	40	0	0	6
The teaching is good.	56	35	2	2	4
I am kept well informed about how my child is getting on.	33	38	17	10	2
I would feel comfortable about approaching the school with questions or a problem.	71	23	4	0	2
The school expects my child to work hard and achieve his or her best.	65	27	2	2	4
The school works closely with parents.	33	42	15	8	2
The school is well led and managed.	54	31	8	2	4
The school is helping my child become mature and responsible.	65	31	2	0	2
The school provides an interesting range of activities outside lessons.	13	27	29	17	15