



# Bramley Vale Primary School

## Inspection Report

**Unique Reference Number** 112503  
**LEA** DERBYSHIRE LEA  
**Inspection number** 278946  
**Inspection dates** 28 November 2005 to 29 November 2005  
**Reporting inspector** Mr. Martin Newell LI

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

<b>Type of school</b>	Primary	<b>School address</b>	York Crescent
<b>School category</b>	Community		S44 5PF
<b>Age range of pupils</b>	3 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01246 850289
<b>Number on roll</b>	136	<b>Fax number</b>	01246 859853
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr. Michael Godber
<b>Date of previous inspection</b>	13 September 1999	<b>Headteacher</b>	Mrs. Lynne Greenhough

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 28 November 2005 - 29 November 2005	<b>Inspection number</b> 278946
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## **Introduction**

The inspection was carried out by an Additional Inspector.

## **Description of the school**

This is a smaller than average sized primary school. About half of the pupils live close to the school whilst the rest travel in from a nearby village. Some year groups have high levels of pupil mobility. Children's knowledge, skills and understanding on starting school are below average and for some children poor. The proportion of pupils eligible for free school meals is above the national average. Although the percentage of pupils with learning difficulties is broadly in line with the national average, there are some year groups with considerably higher numbers. The proportion of pupils with a Statement of Special Educational Need is similar to that in most schools. A very small number of pupils are from differing minority ethnic backgrounds but none is at an early stage of acquiring English.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 2**

This is a good school with good capacity to improve further. Parents and pupils speak very highly of the school. The quality of education is good and it is a better school than at the time of the last inspection. Leadership and management are good. The school is not complacent and aims high. The school provides good value for money. Children start school with levels of knowledge, skills and understanding that are below average and for some children they are poor. Achievement overall is good and pupils leave school with standards in English, mathematics and science that are average. Improvement is required, however, in developing pupils' enquiry, problem solving and investigative skills in Years 1-6. Teaching is good overall with some very good features, although occasionally, more could be asked of some more able pupils. There are strengths in assessment, the curriculum and enrichment opportunities and in how well pupils are cared for and supported. This is a school where the individuality of pupils is celebrated. The pupils are good ambassadors for the school because they behave well, are keen to learn and are very polite and courteous. Pupils are not yet consistently provided with enough opportunities to thrive as independent learners but the school is addressing this issue well. Attendance has improved significantly and is now close to the national average.

### **What the school should do to improve further**

- Ensure that pupils are equipped with the skills to enable them to carry out investigative, enquiry and problem solving tasks well across different subjects. - Ensure that work is consistently challenging for the more able Year 3 and 4 pupils. - Provide pupils with even more opportunities to take initiative to be independent in their own learning.

## **Achievement and standards**

### **Grade: 2**

When children start at the school, their levels of knowledge, skills and understanding are below average overall and a minority of children have poor communication and social skills. Children achieve well in the Foundation Stage although standards remain a little below average by the end of reception. Standards by the end of Year 2 and Year 6 vary from year to year because of factors such as high levels of pupil mobility, an above average percentage of pupils with learning difficulties and the small number of pupils assessed each year. There has, however, been an upward trend in standards over the last two years. The 2005 National Test results for Year 6 pupils showed attainment to be in line with the picture nationally, better than similar schools, and with the school exceeding the targets it had set. Standards in Year 2 and 6 are currently close to the national average in English, mathematics and science. The achievement of pupils, including those with learning difficulties and the very small number of pupils from differing minority ethnic backgrounds, is good overall. The school aims high and is always seeking to improve standards. With this in mind, it has already put in place

initiatives that are proving successful in ensuring work consistently challenges the more able pupils and further improves pupils' enquiry and investigative skills. Standards in information and communication technology are at an average level by the end of Year 6 and achievement is never less than satisfactory.

## **Personal development and well-being**

### **Grade: 2**

The personal development and well-being of pupils is good. Behaviour of pupils is good and often very good. Pupils say that 'bullying doesn't happen at this school.' They are enthusiastic, show high levels of courtesy and go the extra mile in welcoming visitors to the school. Attendance has improved significantly over the last two years and is now close to the national average. Punctuality is satisfactory. Pupils have a good understanding of the need to eat healthily and keep fit. Good opportunities are provided for pupils to develop their enterprise skills and economic well-being through organising and running fund-raising events. Pupils contribute well to the sense of community that envelops the school. They carry out a wide range of tasks around the school with great maturity. Through the school council and other activities, pupils genuinely feel that their voice is heard and that they are contributing to making the school a better place. Pupils' spiritual, moral, social and cultural development is good overall and helps to create a purposeful ethos for learning. Pupils respect one another, relationships are very good and pupils have a good awareness of the right and wrong ways to resolve problems or conflict. The school recognises that, although satisfactory, there is more work to be done in raising pupils' awareness of different cultures and traditions.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching is good overall. Teaching in the Foundation Stage is good and at times very good. Learning is made exciting through a range of activities that are vibrant, capture the imagination of the children and develop early skills well. Teaching is at its best in Years 1-6 when tasks that are set are challenging, get the pupils thinking and encourage them to act as investigators on a quest for new knowledge or skills. Here teaching is lively, and full of pace, purpose and fun. Pupils are particularly enthusiastic when working with artefacts or learning through visits or visitors. Across the school pupils are managed well and relationships are strong. Occasionally, teaching is satisfactory in the lower Key Stage 2 classes when tasks for the more able lack a little challenge. The school has identified, and is tackling well, the need to develop a more rigorous and systematic approach to how well pupils' enquiry and investigative skills are taught and developed. Across the school teaching assistants contribute a great deal to how well pupils learn and achieve. Assessment is good. Good procedures are in place for assessing and tracking pupils' progress and the information is used well to set challenging targets. Assessment in the Foundation Stage and for pupils

with learning difficulties is good. The marking of pupils' work is satisfactory but at times it does not make clear what pupils need to do to improve.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good. The good emphasis that the school has placed on developing pupils' literacy and numeracy skills has helped to improve standards. The school is already reviewing its curriculum provision so that pupils' enquiry, investigative and computer skills are developed in an innovative and exciting way across different subjects. The curriculum in the Foundation Stage is good because it recognises well how young children learn best. The school makes good provision for pupils' personal, social and health education and this impacts well on pupils' personal well-being. The wide and varied range of clubs before and after school, together with the good array of visits and visitors to school, are greatly enjoyed and much appreciated by pupils. The provision for pupils with learning difficulties and for the very small number of pupils from minority ethnic backgrounds is good and helps them to achieve as well as their classmates.

## **Care, guidance and support**

### **Grade: 2**

Care guidance and support for pupils are good. This is a very caring school where the individuality of pupils is recognised and celebrated. Staff know pupils very well and act on any worries and concerns quickly and sensitively. Pupils with emotional and social difficulties are supported well by the school's learning mentor. The school has established strong links with outside support agencies so that help can be quickly called on, when needed. Child protection procedures are good and are well known and closely adhered to by all staff. The school promotes the importance of healthy living well and the safety of pupils is given a high priority both in school and on trips that pupils go on. Pupils' views are listened to, respected and, most importantly, acted upon in making the school an even better place to learn. Good procedures are in place for supporting and guiding pupils' academic development and play an important role in how well pupils achieve.

## **Leadership and management**

### **Grade: 2**

Leadership and management of the school are good. Crucial to the school's improvement over the last three years and its capacity for further improvement is the headteacher. She leads the school very well and has a fierce commitment to providing the best for all pupils. Her leadership skills have won her the support and commitment of staff, governors, pupils and parents, who were eager to point out in the questionnaires how good they thought the school was. The school has a good senior management team who, together with subject leaders, monitor teaching, learning and standards well. The headteacher has led the process of school self-evaluation well,

taking on board the views of staff, governors, pupils and parents. Its findings closely match those of the inspection. This is a school that is on a constant quest for improvement. The school works hard and is successful in ensuring that all pupils are included in everything the school has to offer. Governance of the school is good because governors are supportive, are ready to ask challenging questions and have a good awareness of the school's strengths and weaknesses. Financial management and the day-to-day running of the school by the secretary are good. The school makes good use of all available resources to improve the quality and enjoyment of pupils' learning and provides good value for money.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

### **Text from letter to pupils explaining the findings of the inspection**

As you are aware, I recently visited your school and I am writing to let you know what I found out. But before I do, I would like to say a big thank you for making me feel so welcome. You were all so polite and helpful and everywhere I went in school I was met with smiling faces! You were great ambassadors for the school and I told your teachers this. They are very proud of you. I managed to talk to lots of you and everyone said how much they enjoyed school and how they found lessons and all the trips and visitors to the school so much fun. It was good to hear that bullying is not a problem and that there is always someone to talk to if you have any worries. There are many good things about Bramley Vale School: how good teaching helps you to achieve well; the clubs and activities the school offers; how well the school cares for and looks after you and how well your headteacher runs the school. But do you know what another strength of the school is? You! Your behaviour, the way you help one another and show respect to adults, the way in which you carry out jobs around the school and the way in which the school council helps to make the school a better place are just some examples. I have talked to your teachers about how they can help to make the school even better. Teachers are going to: give you more opportunities to find things out for yourselves; to investigate and problem solve more; and to make sure work is challenging enough for those pupils who at times find it a little too easy. We are sure these will help you to enjoy your learning even more! The headteacher and staff want the school to continue to go from strength to strength and having met you all, I know that you will play your part as well. It was a pleasure and privilege to meet you. I wish you every success in your futures.