



Brailsford CofE Primary School

Inspection Report

Unique Reference Number 112804
Local Authority DERBYSHIRE
Inspection number 289416
Inspection dates 12–13 October 2006
Reporting inspector Gill Broadbent

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

Type of school	Primary	School address	Main Road
School category	Voluntary controlled		Brailsford, Brailsford
Age range of pupils	4–11		Ashbourne, Derbyshire DE6 3DA
Gender of pupils	Mixed	Telephone number	01335 360393
Number on roll (school)	97	Fax number	01335 360943
Appropriate authority	The governing body	Chair	Mrs B Cuthbertson
		Headteacher	Mrs Jackie Micklethwaite
Date of previous school inspection	Not previously inspected		

Age group 4–11	Inspection dates 12–13 October 2006	Inspection number 289416
--------------------------	---	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This small rural school serves a mixed but generally advantaged area. Most children enter school with skills and knowledge above those expected nationally. Most pupils come from White British backgrounds. Few pupils are learning English as an additional language or have learning needs or disabilities. The leadership of the school has been turbulent, with five changes of headteacher in four years. Most governors were appointed in the last two years.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school is effectively led by the newly appointed headteacher, and staff. They have accurately identified the school's strengths and areas to improve. There is now a clear focus on raising standards and achievement which is shared by all. The inspection agrees with the headteacher, governors and staff that the school is satisfactory and improving rapidly. Leadership and management are currently satisfactory. Staff carry many responsibilities in a small school and those with recently delegated responsibilities contribute their good ideas to the school's development satisfactorily. Their roles are not yet fully developed across the school. Governors meet their responsibilities adequately and effectively support the school. They have ensured that the school has made satisfactory improvements since the last inspection. In just a year the most important issues for improvement have been prioritised and rapid action taken. Parents and pupils are delighted by the building improvements, which provide a bright, safe and clean learning environment. Actions to improve standards in writing have been successful. The effectiveness of recent actions demonstrates that the school has a good capacity to improve. Despite the disruption to the school's leadership, teachers ensured that pupils maintained above average standards throughout the school in English, mathematics and science and achieved satisfactorily. In 2005 the school took action to raise standards in writing, which were not as good as in reading, mathematics and science. Teachers started to check pupils' progress more closely as they moved through the school. In 2006 these checks show that standards improved. More pupils reached average standards in writing and above average standards in reading. The school recognises that it should do more to raise achievement in all subjects. Provision for children in the Reception class is satisfactory and they have a secure, enjoyable start to their education. The pupils' personal development is good. They respond well to the school's consistent focus on this aspect. As a result pupils are delightful, thoughtful young people by the time they leave in Year 6. They are well prepared for their future lives and take full advantage of the many opportunities they have to contribute to the life of the school and the local community. The development of healthy eating habits and participation in physical activity, given the restricted nature of the school site, is outstanding. Teaching and learning are satisfactory and have several strengths. The relationships between pupils and staff are very good. Pupils know they are listened to and are dealt with fairly. Consequently they show each other mutual respect. Staff provide opportunities for pupils to learn to work together in teams and have high expectations of pupils' behaviour, which is excellent. Staff plan work at the right levels for pupils of different abilities in mixed age classes. Teachers do not ask enough challenging questions during lessons that check pupils' understanding or take enough account of the different ways in which pupils learn. Pupils are well cared for and love coming to school to learn. They thoroughly enjoy the improved range of activities that the school now offers.

What the school should do to improve further

- Raise achievement, especially in writing, by using checks on pupils' progress rigorously to help them reach challenging targets.
- Improve pupils' learning by taking greater

account of the different ways in which pupils learn and by regularly using challenging questioning that helps to improve their understanding. - Develop the leadership skills of teachers with management responsibilities to enable them to contribute more effectively to school development.

Achievement and standards

Grade: 3

When children enter Year 1, their knowledge and skills are above those expected for their age, except in writing, where standards are average and their achievement is satisfactory. Overall standards are above average and achievement is satisfactory throughout the school in English, mathematics and science. National tests, teachers' assessments and the school's records show that over time pupils reach above average standards in reading at the end of Years 2 and 6. Standards in writing have been average, but improved in 2006 in both key stages and nearly all pupils reached average standards. The school correctly identifies that not enough pupils reach challenging above average targets, especially in writing.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good. Pupils' behaviour is excellent. They become mature and sensible young people by the time they leave in Year 6. The Year 6 leaving poem written by pupils reflects how well they developed their skills to help them deal with the realities of life. Pupils' participation in healthy eating and exercise is outstanding. They keep fit by skipping at the start of the day, eat fresh fruit and vegetables with obvious enjoyment and choose to drink water. They told the inspector that, 'School meals were fantastic and healthy.' Pupils talk enthusiastically about how they enjoy their learning more since an exciting adventure holiday and visits have been introduced. They are well prepared for their future lives, but their writing skills are an area for further development. They learn how to work well in teams and to support others through the peer tutor scheme with the University of the First Age. Special events such as the Japanese day develop their fascination with learning about other cultures, which prepares them well for life in multi cultural Britain. Pupils take pride in contributing to the local community and to the school's improvement through the school council and its 'eco friendly' committee.

Quality of provision

Teaching and learning

Grade: 3

Teaching is improving as a result of effective leadership that has focused on raising the standards of teaching. Teachers have improved their ability to plan work at the right level for pupils of different abilities and ages. They set targets and check regularly

how well pupils are doing. This is beginning to raise standards and achievement for all pupils. They mark pupils work regularly but marking is not regularly focused on their targets for improvement. Teachers plan interesting lessons and use questions to help pupils think about their learning. They do not ask enough challenging questions to check pupils' understanding to help them reach their targets or consistently respond to the different ways in which pupils learn.

Curriculum and other activities

Grade: 3

The improvements needed identified during the last inspection have been made. There is now planning for all subjects, information, communication and technology (ICT) features appropriately and children in the Reception class have better equipment to use. Teachers are not complacent and are building on this sound basis by developing a curriculum that meets pupils' needs more effectively. Pupils appreciate the interesting activities that combine English and history or mathematics and science. Touch typing has been introduced in ICT and French is already broadening the range of activities on offer. Other activities, such as educational visits to places of interest, residential visits and visitors to school all enrich the work of the school. The school is beginning to move forward at a good pace and pupils' progress is improving. The staff go to extraordinary lengths to compensate for the restrictive building that has no hall for physical activities and limits the teaching of gymnastics. The playground is used imaginatively and local facilities, such as a local hall, are used for school plays.

Care, guidance and support

Grade: 2

Staff take good care of pupils and have effective health and safety arrangements. This has led to significant improvements to the school building. Pupils feel safe and well supported by their teachers. They say that they always feel well looked after, and that there is an adult to turn to for help and advice in any situation. Teachers introduced a system last year to set targets with pupils to help them improve and check how well they are progressing. They use this information to plan work and support the next steps in learning for all pupils, including those with learning difficulties or English as an additional language. An area for development is to make the checks on pupils' progress more rigorous to help pupils reach challenging targets.

Leadership and management

Grade: 3

The headteacher has set a clear educational direction for the school. After twelve months the school's leaders have achieved much but know that there is more to do. Governors fulfil their responsibilities and ensure that there are good systems for ensuring child protection which meet the latest guidelines. Target setting and tracking of pupils' progress show early signs of raising standards and achievement. Newly appointed governors have already streamlined the organisation and management of

their work. They use their strengths to support the work of the school. For example, a dietician supports staff in the development of the healthy schools initiative. Teachers with new responsibilities are beginning to improve the curriculum but have not had sufficient time or training to contribute fully to the school's development. The school provides satisfactory value for money and has improved since the last inspection. Given the swift pace and effectiveness of recent actions the school has also demonstrated a good capacity to improve.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	-----------------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

16 October 2006 Dear Pupils Brailsford C of E Primary School, Main Road, Brailsford, Ashbourne, Derbyshire, DE6 3DA Thank you for welcoming me to Brailsford. I enjoyed talking to you and finding out about your school. All the staff make sure that you continue to reach good standards of work despite the many changes of headteacher you have experienced. You and your parents told me how much the senior staff and governors have improved the work of the school and its buildings in the last year. You also make a real contribution to improving your school through the school council and through your excellent behaviour. I agree with the staff that the school is satisfactory and is improving rapidly. The school does some good things. Adults look after you well and help you to grow into thoughtful and mature young people who are considerate of others. The way they encourage you to keep fit and be healthy is outstanding. You really enjoy healthy eating, the regular early morning skipping sessions and all the games you play despite the limited space. Teachers provide many enjoyable activities that you find fascinating. The staff and governors agree that they will do more to help you achieve even better, especially in writing. I have suggested that staff help you to learn in the way that suits you best and use more questions to check what you have learned in order for you to reach your targets. The school's senior staff will also help teachers to use their good ideas to contribute even more to the school's improvement. I hope that you continue to enjoy your learning and healthy living!
Mrs Gill Broadbent (Lead inspector)