



Brinkworth Earl Danby's VC Church of England Primary

Inspection Report - Amended

Unique Reference Number 126390
Local Authority Wiltshire
Inspection number 293545
Inspection dates 25–26 September 2006
Reporting inspector Lorna Brackstone

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

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|---|----------------------|-------------------------|---------------------|
| Type of school | Primary | School address | School Hill |
| School category | Voluntary controlled | | Brinkworth |
| Age range of pupils | 1–11 | | Chippenham SN15 5AX |
| Gender of pupils | Mixed | Telephone number | 01666 510406 |
| Number on roll (school) | 168 | Fax number | 01666 510958 |
| Appropriate authority | The governing body | Chair | F Fry |
| | | Headteacher | L Brierley |
| Date of previous school inspection | 15 April 2002 | | |

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Amended Report Addendum

Report updated to resolve formatting inconsistency

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This school occupies two sites which are two miles apart. Years 3 to 6 are based at the Upper School in Brinkworth. Reception and Years 1 and 2 are based at the Lower School in Dauntsey. The proportion of pupils with learning difficulties is above average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This school provides a good quality of education because 'each child is treated as an individual and valued' and this is unanimously agreed by the parents. The care is very good because teaching staff know their pupils extremely well and work hard to provide effective pastoral support and guidance. Personal development is good. Pupils know how to maintain a healthy lifestyle. They enjoy school and behave well. The teaching is good and the learning is brought alive through an interesting curriculum that is enriched by visits and other activities. Pupils point out that 'teachers make work interesting and help you when you are stuck'. Strong academic support and guidance ensure that by Year 6, they have reached above-average standards and are well prepared for their next stage in education. Parents agree that 'pupils leave Brinkworth Earl Danby's more than prepared for the local comprehensive school'. However, pupils' writing is not as good as their other basic skills.

All pupils, including those with learning difficulties, achieve well. They do particularly well in the Upper School where teaching is consistently of a high quality and learning moves along at a fast pace. Teaching is satisfactory in the Lower School but not all lessons are as challenging as they could be. The quality and standards of the Foundation Stage are satisfactory. Parents point out that the 'transition from nursery to school goes very well' and this is as a result of the care taken by Reception staff. However, the needs of the younger children are not always satisfactorily met. This is because they are required to sit for long periods of time and too many activities are adult directed. Boys in particular do not respond well to this approach and, consequently, tend to misbehave and lack focus to their learning. Whilst detailed evaluations are made on each individual child, the school does not evaluate its intake against national expectations. Consequently, the school is not able to reliably measure achievement in the Foundation Stage.

The good leadership and management of the headteacher, senior teachers and governors ensure that the two sites function effectively as one school. The headteacher manages to co-ordinate the two sites very well. She is very well supported by the Chair of Governors, who has a very secure understanding of the school. This enables her to provide high quality support and her challenge is rigorous. Since the last inspection, the school has demonstrated that it has a good capacity to make any necessary improvements.

What the school should do to improve further

- Raise the pace of lessons in the Lower School so that pupils get more done.
- Give pupils more opportunities to develop and use their writing skills across a wider range of subjects.
- Ensure that teachers check carefully what the children can do when they first start school so that they plan suitable activities and are able to monitor progress over time.

Achievement and standards

Grade: 2

The standards reached by Year 6 are above average. In relation to their broadly average attainment on entry into school, achievement for all pupils, including those with learning difficulties is good. However, the rate of progress varies too widely through the school. Achievement in Reception is satisfactory, with most children reaching the level expected for their age by the start of Year 1. However, boys do not achieve as well as girls. By the end of Year 2, standards are average and achievement is satisfactory but boys are not progressing as well as the girls in English. This is because planned activities do not engage the boys sufficiently well. By the end of Year 6, there is no difference in the achievement of boys and girls because teachers ensure that the lessons planned interest both boys and girls.

Personal development and well-being

Grade: 2

The view expressed by one parent that her child is 'happy, feels safe and is eager to learn' is confirmed by other parents. Pupils say the school is a happy place and their attendance levels are above average. Spiritual, moral, social and cultural development is good. Pupils behave well towards each other and fully understand the difference between right and wrong. They reflect carefully on different thoughts and ideas, such as considering 'courage' during an assembly. Cultural development is good because the school provides many rich opportunities, for example, the focus week held on Africa that included mask making, cooking, drumming and story telling.

Pupils feel very safe and secure and describe the school as 'bullying free'. Most pupils play physically active games at playtimes and many attend after-school sports clubs. They choose healthy diets and snacks at school. In recognition of their healthy lifestyles, the school has achieved a well-respected national award.

Pupils develop well in self-confidence and the team-working skills needed for the world of work. They contribute to the wider community by raising funds for many charities. They also make positive contributions at school through the school council, which has won them improvements in resources including additional equipment for physical education.

Quality of provision

Teaching and learning

Grade: 2

In all classes, good relationships between teaching staff and pupils ensure that pupils feel confident. Teaching assistants provide good support to pupils with learning difficulties, which helps them to progress well. In the Upper School, teaching is consistently good because lessons are well paced and fully challenge all the pupils. As

a result, pupils are well motivated and keen to learn. Learning is particularly good in Years 3 to 6 because subjects are linked well together, such as ICT and mathematics. All teachers carefully assess each individual pupil and, in the Upper School, the information gained is used particularly well to provide more help or further challenge where it is needed. In the Lower School, however, assessments are not used sufficiently to ensure that teaching fully motivates and engages all children.

Curriculum and other activities

Grade: 2

The Foundation Stage curriculum is satisfactory but the planning does not take sufficient account of the differing activities needed to fire the boys' interest and help them learn. The curriculum is good in Years 1 to 6 and pupils enjoy an interesting range of activities. The school is working hard to develop and support writing skills in different subjects such as history and geography. The enhancement of the curriculum through the programme of visits and visitors is good. Pupils are enthusiastic about the good range of extra-curricular opportunities that includes sporting activities, music lessons and the gardening club. These activities are making an effective contribution to the good personal development of pupils.

Care, guidance and support

Grade: 2

A strong caring ethos permeates the whole school and the highly committed staff know their pupils very well. The school provides a safe environment that helps pupils feel secure and progress well. The needs of pupils with learning difficulties are quickly identified and, as a result, these pupils receive an appropriate level additional support and guidance. As a parent said, 'They have identified our son's learning difficulties quickly and have put in place strategies to help his learning'. Pupils are regularly taught how to care for themselves and each other in lessons, including sessions about relationships and drugs awareness. The tracking of pupils' progress in the Upper School is particularly supportive to pupils. This ensures that individual targets are appropriately set, thus helping pupils to have a good understanding of their needs. Academic support is less effective in the Lower School because teachers are too positive and this does not help the pupils know what they need to do to improve their work.

Leadership and management

Grade: 2

This split-site school is led and managed well. The headteacher has developed effective communication systems and her management of the two sites is very good. Parents agree that she is 'approachable, friendly and professional'. She has successfully created a team of teaching staff who, as one parent explained, 'work hard and try their best'. The Investors in People report of November 2005 explained that 'the Senior Management Team are to be commended for the culture engendered allowing staff and Governors at all levels to feel a real part of the school and its successes'. Subject

leaders and managers have a good overview of provision over both sites. They check curriculum coverage effectively by looking at books and planning documents and they monitor teaching regularly. Whilst all pupils are treated equally and fully involved in the life of the school, the difference in the attainment of boys and girls in Reception and Years 1 and 2, has not been fully addressed.

Governance is good, with shared aims that ensure that the school is moving in a clear direction. Governors are fully involved in school development and confidently challenge the school through committees and their individual links with teaching staff.

Partnerships with other schools are good, particularly through a local network, which promotes their academic progress. Links with outside agencies, such as the behaviour team and the school nurse, contribute effectively to pupils' well-being.

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Inspection judgements

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

Overall effectiveness

| | |
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| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 2 |
| 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

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

Personal development and well-being

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|---|---|
| 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 | 2 |
| 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 | 2 |
| 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? | 2 |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 2 |
| 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

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| How effective are leadership and management in raising achievement and supporting all learners? | 2 |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 2 |
| 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 | 2 |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money | 2 |
| The extent to which governors and other supervisory boards discharge their responsibilities | 2 |
| 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

Thank you for the friendly way you welcomed us to your school. We enjoyed visiting both sites and were impressed with the facilities available to you. Those of you who spoke with me will know that I promised to write and tell you what we thought about the school.

Good things about your school:

- your school provides you with a good quality of education
- teaching is good and you enjoy the interesting lessons and the good range of activities on offer, such as sporting events and exciting trips
- you enjoy school and explain how you feel happy and safe; you certainly understand the importance of keeping healthy by exercising regularly and eating sensibly
- we agree that the school takes exceptionally good care of you and our findings reflect how many of your parents feel.

During our visit, we noticed that some things could be even better and the school agrees.

- We have asked your teachers to make sure that all lessons in the Lower School move along at a good pace and are always well matched to what you really need to learn.
- Your skills in writing are not as strong as they could be but could be improved if you were given more chance to use them more in other subjects.
- We have asked your teachers to check carefully what you can do when you first start school so that they can plan the most suitable activities for you and your progress can be monitored over time.

Thank you again for your help.