

Braishfield Primary School

Inspection report

Unique Reference Number	115866
Local Authority	Hampshire
Inspection number	312082
Inspection date	15 May 2008
Reporting inspector	Janet Sinclair

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	92
Appropriate authority	The governing body
Chair	Mr Geoff Briggs
Headteacher	Mrs Caroline Carter-Frost
Date of previous school inspection	13 January 2004
School address	Common Hill Road Braishfield Romsey SO51 0QF
Telephone number	01794 368359
Fax number	01794 367955

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Introduction

The inspection was carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: achievement, particularly at Key Stage 2, curricular and Foundation Stage provision and the effectiveness of leadership and management. Evidence was gathered from the school's self-evaluation form (SEF), national published assessment data and the school's own assessment records, curriculum and planning documents, observation of the school at work, interviews with staff, pupils and an analysis of parents' questionnaires. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments as given in the SEF were not justified and these have been included where appropriate in the report.

Description of the school

Pupils join this small rural primary school from a wide range of social and economic backgrounds. Overall, their attainment on entry is average. Very few pupils are from minority ethnic backgrounds. The proportion of pupils with learning difficulties and disabilities is above that of most schools. These relate predominantly to severe learning and emotional and behavioural difficulties. A new deputy headteacher took up his post in September 2007. The school has attained the Healthy Schools award, Sportsmark and Activemark.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Braishfield Primary is a good school. It has a strong caring, ethos, which ensures that it is a happy, friendly place where pupils fully enjoy their learning. Personal development is outstanding. Pupils are mature and sensible and thoroughly enjoy the responsibilities they are given and the influence they have on the work of the school. The school involves parents well through, for example, a parents' forum and consultations on a variety of issues. As a result, parents are mainly supportive of the school and are pleased with what it offers. One parent who said, 'Braishfield is a lovely school with caring skilled teachers giving our children a really good start in life' summed up the views of the majority. The hugely successful parents association provides a range of fund raising events, which effectively engage the school and wider community. The headteacher, fully supported by all staff and governors, provides a clear sense of direction, a caring school community and a strong emphasis on ensuring every pupil reaches their full potential.

Children make a good start in the Foundation Stage due to good provision and effective teaching. At Key Stages 1 and 2, the small numbers in each year group means that pupils' attainment varies year on year. It is mainly above average and sometimes high at Key Stage 1. It is more variable at Key Stage 2 due to higher mobility and the rising number of pupils with learning difficulties joining the school. Science has been the weakest subject at Key Stage 2 and, because of careful analysis of the data, the school now puts a greater emphasis on investigative work. Current tracking shows pupils' are making good progress in science. Pupils make good progress across the school and this is because they are taught well, all staff ensure work is well matched to their learning needs and additional well focused support is given where necessary.

Teaching is good across the school. Teachers organise and plan lessons well, are clear about what they want pupils to learn and use questioning effectively to develop pupils' knowledge and skills. Pupils say 'lessons are fun and teachers are friendly'. As a result they are enthusiastic learners, have very good attitudes to work and their behaviour is excellent. Teaching assistants make an effective contribution to pupils' learning through their support for small groups and individuals. Teachers regularly mark pupils' work and have begun to involve them more in the process. However, there is need for greater consistency in marking and involvement of pupils in assessing their learning to ensure they have greater control over improvement in their work.

The well-planned curriculum ensures that there is continuity in pupils' learning in the mixed age classes and there is a good emphasis on literacy and numeracy. Road safety training, the Healthy Schools initiative and an in-house sports coach ensures good attention to health and safety. Some effective cross-curricular links have developed, for example, linking work on Islamic art to symmetrical pattern in mathematics, but these have not been introduced consistently across the school. Some lessons stimulate pupils' interests, such as, at the start of their topic on the Romans, they identified artefacts belonging to this period in history. A good range of visits, visitors and after school clubs enriches the curriculum very well. Pupils particularly enjoy the sports clubs, the opportunities to take part in competitions and the visit to the Isle of Wight where they can participate in a wide range of outdoor activities. These activities contribute well to pupils' outstanding personal development through their emphasis on teamwork, social skills and cultural awareness. Pupils thoroughly enjoy the excellent opportunities they have to take on responsibility. This includes involvement in the school council, participation in the vegetable growing 'Green Gang' and the 'Learning Walk' team who

monitor the learning environment and check its quality by visiting other schools. Pupils feel very safe and extremely well cared for. They take some personal responsibility for this through being 'buddies' at break times. Pupils are very involved in the community and enjoy taking part in school productions, fund raising events and performing to senior citizens. Spiritual, moral, social and cultural development is excellent; pupils are extremely kind, respectful and courteous to each other. Attendance is good.

The school has good safeguarding systems and effective links with outside agencies. This ensures that all pupils, including the most vulnerable, receive good care. Pupils feel confident that there is an adult they can go to should they have any worries and are very clear that bullying is not an issue in the school. Pupils with severe learning, emotional and behavioural difficulties are well supported through, for example, a lunchtime nurture group and specific literacy programmes enabling them to make good progress towards their goals. Very rigorous tracking of pupils' progress ensures the school is clear about how well they are doing and they quickly support those needing additional help. However, pupils' involvement in improving their own work through, for example, setting their own targets, is not yet consistent across the school.

Leadership and management at all levels are good. Senior leaders constantly evaluate their work and seek improvements, such as the new initiative on assessment for learning introduced by the new deputy headteacher. Thorough performance management ensures staff have individual and school targets for improvement. This, coupled with regular monitoring of teaching, ensures consistently good quality. However, specific criteria on what makes learning good or better would help focus staff on specific aspects of their teaching they could improve further. The school improvement plan is a useful tool and includes action plans for all subjects. However, it does not clearly show the key areas for improvement or have measurable success criteria and this limits its usefulness. Governors effectively support and appraise the work of the school.

Effectiveness of the Foundation Stage

Grade: 2

Children get off to a secure, confident start because they are well cared for and relationships are good. They make good progress across the areas of learning due to well-planned provision and regular checks on how well they are doing. Consequently, many exceed the goals set for them on entry to Year 1. Although the accommodation is restricted, staff make effective use of the outside area to ensure children have good opportunities to learn through play and this helps them to become independent learners. At times, the outside activities planned need more challenge to maximise potential gains in children's learning.

What the school should do to improve further

- Ensure greater consistency in marking and pupils' involvement in assessing their own learning so that they have more responsibility for improving their work.
- Ensure that the school improvement plan clearly shows the key areas for improvement and criteria for judging their success are specific and measurable.

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Annex A

Inspection judgements

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

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

Achievement and standards

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

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

Annex A

Leadership and management

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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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

02 June 2008

Dear Pupils

Inspection of Braishfield Primary School, Romsey, SO51 0QF

I am writing to tell you how much I enjoyed my visit to your school. Thank you for being so friendly and helping me with the inspection. I thoroughly enjoyed chatting to the school council, the 'learning walk' team and school buddies. I was very pleased to learn how much you enjoy school and the opportunities it offers.

Your parents think that Braishfield is a good school and I agree. Some of the things I really liked was the way you enjoy being responsible for aspects of the school's work, your friendliness and enthusiasm for learning.

Here are some other things I also liked.

- You make good progress because your teachers make lessons interesting and check carefully how well you are doing.
- You thoroughly enjoy school, behave very well and are keen to learn.
- Your school takes good care of you and in turn, you are caring, kind and helpful to each other.
- You enjoy all the responsibilities you are given, and the many sports clubs and competitions.

Every school has something it could do better, so this is what I have asked your school to do to help you learn even more.

- Teachers and learning assistants should tell you what you need to do to improve your work and involve you even more when they do this.
- Make sure that the most important things that the school needs to do to get better are clearly written out on the improvement plan so that everyone knows what they are and what they need to do to achieve them.

Best wishes for the future.

Yours sincerely

Janet Sinclair

Lead Inspector