

Brading Church of England Controlled Primary School

Inspection report

Unique Reference Number	118182
Local Authority	Isle of Wight
Inspection number	312838
Inspection dates	25–26 September 2007
Reporting inspector	Michael Pye

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–9
Gender of pupils	Mixed
Number on roll	
School	68
Appropriate authority	The governing body
Chair	Mrs Patricia Redfern
Headteacher	Mrs Beverley Gilbert
Date of previous school inspection	8 December 2003
School address	West Street Brading PO36 0DS
Telephone number	01983 407217
Fax number	01983 404876

Age group	4–9
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This smaller than average primary school draws pupils from the local town and surrounding rural areas. The school is smaller than at the last inspection because of a falling roll. Unemployment in this seasonal economy is high, and the numbers of pupils entitled to free school meals is well above average. Predominantly of White British heritage there are very few pupils for whom English is an additional language. The percentage of pupils with learning difficulties and disabilities is below average. The school has the Healthy School Award, Basic Skills Quality Mark, and is an Investors in People organisation.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The school maximises the advantages of its size and this contributes significantly to the good standard of education that it provides. One parent wrote, 'I think the benefits to each child and family from being known to the staff, and vice-versa are of great benefit to all concerned'. Pupils' personal development, together with the levels of care, support and guidance are outstanding.

The good leadership of the headteacher has helped to establish a school where pupils enjoy their education, and feel safe and secure. Consequently, they settle well to their work and attain academic standards that are above average. The children get a solid start to their education in the good Reception class, where their independence is encouraged from an early stage. Consistently good teaching contributes to the good achievement of pupils from Reception to the end of Year 4. On occasions, teachers do not make the best use of assessment information when planning their lessons. The result is that the work provided lacks challenge and pupils do not do as well as they might.

The curriculum is good and the recent emphasis upon providing more enriched learning experiences for pupils is contributing well to their enjoyment and achievement levels. For example, pupils and parents talk enthusiastically about the school fashion show. The pupils researched and considered all aspects, including security and lighting, prior to the 'Hot Stuff' presentation. Their spiritual, moral and social education is excellent. The 'Theme Friday' approach is particularly effective in allowing pupils of all ages, and adults, to socialise and work on different group projects during the afternoon.

Leadership and management are good. The school motto of 'Together everyone achieves more' (TEAM) is not just words; adults and pupils constantly refer to this. A rigorous system of monitoring has been established, and this allows accurate self-evaluation and the identification of appropriate areas for development. Any innovations are carefully trialled and reviewed, prior to whole-school introduction. Another example of the success of the management team has been in improving attendance, which is now good. Performance management and professional development of all staff are used well to benefit school development. The school has recognised that some subject leaders have insufficient opportunities to develop fully their management roles. The school is outward looking, and makes use of an outstanding range of external partners to support its work. For example, the pupils are very well involved in local community events such as the carnival and 'Brading in Bloom'. The governing body has some productive links with the local town council. There is good capacity to further improve this school, in which, as one parent wrote, 'Every child really does matter'.

Effectiveness of the Foundation Stage

Grade: 2

Children, until this year, entered the Foundation Stage with levels of skills and knowledge below those expected for their age. The personal development of children, together with their knowledge and understanding of the world around them were weaknesses. Tracking of these children shows that, as a consequence of good teaching, they made good progress, particularly in their physical and emotional development. Children in the current year group entered Reception with the expected levels of skills and knowledge. They are benefiting from some effective induction procedures, which have resulted in them settling extremely well to their

work. The children are well cared for, and work and play sensibly together. Assessment information is increasingly being used to plan activities that appropriately challenge the children. The curriculum is good and the children react positively to the opportunities to make choices, many of them opting to work outside. The school acknowledges the need for further development of the outdoor area.

What the school should do to improve further

- Improve teachers' use of assessment so that they consistently set work that is challenging for pupils of all abilities.
- Ensure that leadership and management responsibilities are more widely distributed amongst subject leaders.

Achievement and standards

Grade: 2

The small numbers of pupils make comparisons with national data insecure. The impact of this is seen in the 2007, end of Year 2 test results. These showed that on this occasion standards were lower than is normally the case because of the high proportion of pupils with learning difficulties and disabilities (LDD) in this year group. In 2006, standards were well above average.

Current pupils' standards in Year 2 are above average. Given their broadly average starting points in Year 1, this reflects good achievement for pupils, including those few pupils from ethnic minorities. Good assessment and tracking procedures have been introduced. These are helping to ensure that those pupils who encounter difficulties with their work are quickly identified, and supported. The school tracks the impact of such support and the data shows good progress for these pupils, including those with LDD. Standards are similarly good in English, mathematics and science as a result of good teaching in years 3 and 4. This reflects good improvement since the last inspection.

Personal development and well-being

Grade: 1

One new parent said, 'For the first time, out of my three children, my youngest runs to school every day'. This reflects how much the children enjoy their school, and this includes older pupils who, for example, showed great excitement when presented with a 'surprise' package during an English lesson. The pupils' knowledge of how to live healthily and stay safe is excellent, and results from the reinforcement of such messages throughout the curriculum. This school adopts many different strategies that help to ensure that pupils' spiritual, moral, social and cultural education is outstanding. In particular, the pupils show great respect, and reflect in silence once the candle is alight during whole school and class assemblies. Through their roles as 'school buddies', and by singing, country dancing and participating in local events, the pupils make an outstanding contribution to the community. Good basic skill levels help to prepare the pupils well for their future.

Quality of provision

Teaching and learning

Grade: 2

Monitoring by senior managers has contributed to improvements in teaching and learning. Relationships within classes are very positive, and pupils are consequently prepared to be

involved in lessons and offer ideas and answers. Pupils' behaviour is good because teachers demonstrate a consistent approach to managing their pupils. Teachers plan well to meet the different learning styles of pupils. This results in a keenness to learn, with good use made of interactive white boards and other visual approaches to learning, along with more practical, hands-on activities. On occasions, teachers do not use assessment information accurately enough. Consequently, the work set for pupils is not as well matched to their needs as it might be. Pupils settle quickly to their work because teachers explain carefully what the pupils are expected to learn, and how they will know when they have succeeded. Whilst teachers' questioning is sound, there are missed opportunities to further challenge pupils' knowledge and understanding. Pupils say that they find teachers' marking valuable and helpful, and good reference is made to pupils' targets to help them improve their work. These are reinforced in lessons, through, for example, the hanging cubes which give reminders to pupils about how to improve their work.

Curriculum and other activities

Grade: 2

The curriculum meets the literacy and numeracy needs of pupils whilst offering increasing opportunities for pupils to research, problem-solve, and be more creative. There is still some way to go, but pupils' work shows the impact of changes already made. From the riddle of finding a 'bone' in the school grounds, the pupils were encouraged to raise questions about the find, for which they wanted answers. Their written work shows good research about dinosaurs, good use of the Internet, and good levels of enjoyment and learning resulting from a visit to the local museum. The enhancement of the curriculum is very good; pupils benefit from specialised sports coaches, from team-building projects such as the 'Eggtastic Spaghetti Challenge', and theme approaches such as 'Keeping Healthy and Staying Safe Week' and the 'Sensory Week'. The good circle time and personal, social, health, and citizenship programme allows pupils to consider and discuss a wide range of issues, including aspects of their personal development. Very good use is made of the community, such as when pupils contributed to a local wetland project.

Care, guidance and support

Grade: 1

Many parents spoke of the school's outstanding level of support for their children, and, when necessary, for the families. The school 'made the most', they said, of being a small school. The adults know the pupils extremely well and are able to meet their needs as individuals. The pupils agree. They feel safe and believe that the adults both respect and care for them. They said that their views are sought, and taken into account. Those in need of a moment of reflection can make use of the quiet Ocean Room. Counselling is available and pupils are asked daily to evaluate how they are feeling. This helps to ensure that any concerns or worries can be quickly identified, and discussed with pupils. Pupils with LDD progress well as a consequence of some very good provision. Pupils and parents commented on the regular assessment and very helpful feedback available to them about academic progress.

Leadership and management

Grade: 2

The skilled leadership of the headteacher has resulted in a clear direction for school improvement being identified, and shared with all staff. The success of the school in improving behaviour, attendance and pupils' personal development, whilst consolidating good standards and achievement, reflects the impact of effective teamwork. Good senior managers are having a positive effect on school standards. The recent whole-school focus on writing and mathematics has resulted in curriculum developments that make learning more meaningful for pupils. Additionally, teachers have a clearer understanding of what steps are required so that pupils' progress can be accelerated. Using these steps, pupil targets are identified. All staff are aware of the priorities for school development through regular staff briefings, effective use of performance management, and early involvement in school improvement planning. The distribution of responsibilities to some subject leaders is not as developed as it might be. The governing body gives good support to the school. Working alongside the local community, they are shaping the future direction of the school.

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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?	1
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	2
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?	1

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

5 October 2007

Dear Pupils

Inspection of Brading Church of England Controlled Primary School, Brading, PO36 0DS

You will remember my visit to your school. I enjoyed meeting you and thank you for being so keen to share your views. I listened carefully to what you and your school councillors had to say, and agree with you that your school is good.

It does some things very well indeed. The way you develop as young people is extremely good. You have an excellent understanding about how to stay healthy and safe. I was also encouraged by the amount of physical exercise that the school provides for you, and you told me that you enjoy the break-time activities and sports clubs. From Reception, you are encouraged to become more independent and accept responsibility for the choices you make. This is just one way in which the school prepares you for your future life. Your behaviour is good and you get along well with each other.

You settle quickly to your work, and the standard of your work is good. You told me that the teachers make your lessons fun and that you learn quickly. Well done and keep up the hard work!

I have asked your teachers to make sure that you all get challenging work in every lesson. You could help your teachers by telling them when you find the work too easy or too hard. I agree with you that you get many good things to do - you, and your parents spoke excitedly about the dinosaur and 'Hot Stuff' topic that you completed.

A major reason why your school is good is that it is well led by your head teacher, and all the adults work hard on your behalf. I have asked that all subject leaders be given more opportunity to manage their areas of responsibility. The care and support you get is excellent. The adults know you very well and you told me that you feel safe, and that they listen to your views. I hope your ideas about football arrangements at break times are successful.

Thank you again, and I wish you well for the future.

Yours faithfully,

Michael Pye

Lead Inspector