

# Bramley Vale Primary School

## Inspection report

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|--------------------------------|--------------------|
| <b>Unique Reference Number</b> | 112503             |
| <b>Local Authority</b>         | Derbyshire         |
| <b>Inspection number</b>       | 325619             |
| <b>Inspection dates</b>        | 9–10 December 2008 |
| <b>Reporting inspector</b>     | Mary Hinds         |

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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| <b>Type of school</b>  | Primary   |
| <b>School category</b>   | Community   |
| <b>Age range of pupils</b>   | 3–11  |
| <b>Gender of pupils</b>  | Mixed   |
| <b>Number on roll</b>  |   |
| School (total)   | 128   |
| Government funded early education provision for children aged 3 to the end of the EYFS | 0   |
| Childcare provision for children aged 0 to 3 years                                     | 0   |
| <b>Appropriate authority</b>   | The governing body  |
| <b>Chair</b>   | Mr Michael Godber   |
| <b>Headteacher</b>   | Mrs Sharon James  |
| <b>Date of previous school inspection</b>  | 28 November 2005  |
| <b>Date of previous funded early education inspection</b>                              | Not previously inspected  |
| <b>Date of previous childcare inspection</b>   | Not previously inspected  |
| <b>School address</b>  | York Crescent<br>Doe Lea<br>Chesterfield<br>Derbyshire<br>S44 5PF |
| <b>Telephone number</b>  | 01246 850289  |
| <b>Fax number</b>  | 01246 859853  |

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|--------------------------|--------------------|
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| <b>Inspection dates</b>  | 9–10 December 2008 |
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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

This is a smaller than average school with Early Years Foundation Stage (EYFS) provision for children in the Nursery and Reception classes. Pupils come from Bramley Vale and Doe Lea as well as from other adjacent villages. The school provides extended support through a privately run breakfast club. The proportion of pupils from minority ethnic groups, including those with English as an additional language, is low. The number of pupils eligible for free school meals is higher than average, as is the number of pupils with learning difficulties and/or disabilities. The school has the Basic Skills award, Healthy Schools status, Activemark and Investors in People award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

The overall effectiveness of the school is satisfactory. It is improving due to the determined and visionary leadership of the headteacher. There are early signs of progress, particularly in the quality of teaching and learning. Tracking procedures have been strengthened so that under-achieving pupils are quickly identified and their needs are being better met. The curriculum is enriched and made more relevant through the teaching of key skills across different subjects, and by the regular use of visitors whose knowledge and experiences broaden pupils' outlook. As a result of such initiatives, and the improvements that have begun, the school's capacity to improve is now good. The staff are committed to providing a strong community where pupils achieve well, feel safe, valued and supported. Leadership and management are satisfactory overall but improving rapidly. There is a strong team ethos which is fully inclusive and where the good care and support is evident in the way that pupils behave and how they discuss how much they enjoy school. The majority of parents support the school and the staff work hard to create a strong home-school partnership which is summarised by one parent's comment: 'I am pleased with the wealth of information I have received this term about the targets my child is expected to achieve and the type of activities I could do to help her.'

The headteacher has been single minded in her approach to school improvement and has introduced highly effective strategies for raising achievement for all pupils. Achievement is good in the EYFS. Many pupils have knowledge and skills which are below national expectations when they arrive, but by the time they enter Year 1 standards are broadly satisfactory. Standards have improved in Key Stage 1 and are now broadly average. Although there are a significant proportion of lessons which are good in Key Stage 2, the legacy of weaker teaching means that standards are only just average in Key Stage 2, with writing being a particular concern. Assessment and marking procedures are not fully developed in order to raise achievement further. Pupils with learning needs are well supported and make satisfactory progress.

The good quality of pupils' personal development and well-being is a strength. Their behaviour is good, they have positive attitudes to learning and relationships are excellent. They adopt healthy lifestyles and most enjoy the sport and extra-curricular activities. The school council ensures that the pupils' views are heard and acted upon. There are many opportunities for pupils to make a good contribution to their school and local community. Although pupils' spiritual, moral and social development is good, their understanding of cultural diversity is limited.

The curriculum is satisfactory but developing well. The school has recognised that subjects are not planned effectively enough to meet the needs of all abilities. It is developing the provision in order to enhance pupils' achievement and enjoyment, and to excite and have relevance for them. The new creative curriculum and the focus on identifying specific individual targets are now enriching pupils' learning.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

When children start in the Nursery many have language, mathematical and personal skills which are well below those expected for their age. Staff have a good understanding of early years' education. Teaching is good and often outstanding and this together with excellent care ensures all pupils make good progress so that the majority reach age-related expectations in most areas

by the time they move to Year 1. Adults have created a very nurturing atmosphere that encourages all children to settle quickly and flourish. The strong emphasis on developing children's personal skills creates confident, caring and increasingly independent learners. Effective routines encourage children to care for themselves and to develop a good sense of how to keep safe and healthy. Planning is good and meets the needs of all learners. There is a good balance between child and adult directed activities. Practical and exciting activities encourage the children to begin to make decisions, to explore, to talk and ask questions, and to take turns. The outside area is used well and enhances all areas of learning. Leadership and management of the EYFS are good. Assessments and a good knowledge of young children's needs are central to all areas of the EYFS. The induction procedures are very effective as children settle happily and quickly into the class routines.

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

- Raise achievement and standards in writing for all pupils at Key Stage 2.
- Ensure that pupils have a clear understanding of how to improve their work through more rigorous assessment and marking.
- Raise pupils' awareness and understanding of cultural diversity.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

As pupils progress through the school, their achievement is satisfactory. Standards at the end of Key Stage 1 in reading, writing and mathematics improved on those achieved in 2007 and are broadly average. At Key Stage 2, standards are broadly average, but in English the provisional results for 2008 show that standards are below average because too few pupils attained the expected levels in writing. In science, the school did not meet its target for the proportion of pupils achieving the expected Level 4 or above. The school has recognised this and there are early indications that their actions are beginning to raise achievement. The school now identifies those pupils who are not progressing as well as they should and have well-targeted intervention strategies which ensure that all groups of learners now make satisfactory progress. Pupils with learning difficulties and/or disabilities are well supported through individual programmes that meet their needs and they make satisfactory progress.

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

### **Grade: 2**

Pupils enjoy school and their overall attendance is satisfactory. However, since September 2008 attendance has increased significantly and is above the rate achieved by other primary schools nationally. Behaviour is good. Pupils are very respectful of each other. They feel safe, they know who they can turn to for help and advice, and they particularly value the role of the learning mentor in this. Their views are taken very seriously and their ideas are sought and then fed into the school's improvement plan; for instance, pupils would like more outside learning opportunities which the school is addressing. The school council is very involved in the school community. They act as mediators and raise funds; for example, new furniture was bought for the library. Pupils have a good understanding about healthy lifestyles; they appreciate the need for exercise and healthier eating. Older pupils are very responsible and supportive of others;

for example, they are play leaders for the younger pupils at lunchtime. Pupils' spiritual, moral and social development is good, but their cultural development is only satisfactory. There are many opportunities for pupils to be involved and to have a good understanding of their local community, from singing at choir competitions to a strong partnership with Hardwick Hall who run the ECO club. The school also partners with the Derbyshire Wildlife Trust to vastly improve the school grounds and the local wood. However, although there are opportunities for pupils to develop their knowledge of the global community through visitors such as African drummers and through themed religious education projects, their awareness of this is more limited. Pupils' preparation for their future economic well-being is limited because of their relatively low standards in English and mathematics.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The school is working hard to improve the quality of teaching and learning, and many positive strategies have been implemented which are leading to better rates of pupils' progress. Teaching is satisfactory overall but has some good features. There are excellent relationships in all classes which encourage pupils to participate enthusiastically in their learning. In most lessons, teachers have good questioning skills and this, together with the use of 'talking partners', helps to develop pupils' speaking and listening skills as well as clarifying their thinking. Where teaching is good, planning meets the needs of all pupils, targets are shared and revisited to check progress and staff have realistically high expectations. In these lessons pupils are more independent, they are challenged and there are more opportunities for active learning. However, marking procedures do not consistently inform pupils on how to improve their work. Teaching assistants are well deployed in supporting pupils who have learning difficulties and/or disabilities. They also provide an additional boost for pupils who are underachieving.

### **Curriculum and other activities**

#### **Grade: 3**

There have been recent improvements to the quality of the curriculum, although subjects are not yet planned sufficiently well. Nonetheless, creative projects linking subjects enables key skills to be developed across the curriculum providing pupils with meaningful connections in their learning. This, together with themed weeks such as the 'Shine' week, has greatly increased a more interactive, practical and investigative approach to pupils' learning. Information and communication technology (ICT) is used well by staff and pupils. There are opportunities for developing economic awareness through the creative partnership where there are enterprise initiatives encouraging pupils to be entrepreneurs selling products at various fairs, for example. There are a wide range of well attended extra-curricular activities, with an increasing number of relevant visits and visitors to enhance the curriculum. French is now being taught across the school.

### **Care, guidance and support**

#### **Grade: 3**

The school provides a safe and nurturing environment for everyone. Staff know the needs of each child well. Relationships are excellent and they support the pupils' learning and well-being. There are effective links with external agencies. Procedures for safeguarding children are

rigorous and all statutory requirements are in place. There are clear assessment and tracking procedures to measure and quantify progress, especially in reading, writing and mathematics. New ones have been more recently added in science and ICT. However, these are still relatively new and have yet to have a full impact on raising achievement. There is a process for target setting and most pupils know their targets, but they are not yet fully informed about what they need to do to improve. Self-assessment procedures are not rigorous enough because older pupils are not evaluating their own work in order to measure their progress.

## **Leadership and management**

### **Grade: 3**

The headteacher provides a strong lead in the drive to raise standards. She has a clear understanding of strengths and areas for development within the school. Her decisive actions have led to improvements in the quality of teaching and learning, although it is too early to see a significant impact on standards. The headteacher has developed a strong corporate approach and she has ensured that everyone is committed to positive improvements and good community cohesion. The senior leadership team, which includes subject leaders, has a clear understanding of its role and the priorities for development. Staff are beginning to implement initiatives to improve pupils' achievement. All leaders are now using assessment data systematically to check progress and set targets. Strategic planning and self-evaluation are purposeful and accurate. There is systematic analysis of data, which is enabling the school to plan effective support for learning in order to tackle underachievement. Governance overall is satisfactory and governors provide appropriate challenge and support to 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 |
|---|----------------|

### 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   |
| 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?   | 3   |
| The capacity to make any necessary improvements   | 2   |

### Effectiveness of the Early Years Foundation Stage

|   |   |
|---|---|
| How effective is the provision in meeting the needs of children in the EYFS?              | 2 |
| How well do children in the EYFS achieve?   | 2 |
| How good are the overall personal development and well-being of the children in the EYFS? | 2 |
| How effectively are children in the EYFS helped to learn and develop?                     | 2 |
| How effectively is the welfare of children in the EYFS promoted?                          | 2 |
| How effectively is provision in the EYFS led and managed?                                 | 2 |

### Achievement and standards

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

<sup>1</sup>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.

## Personal development and well-being

|   |   |
|---|---|
| <b>How good are the overall personal development and well-being of the learners?</b>                          | 2 |
| The extent of learners' spiritual, moral, social and cultural development                                     | 2 |
| The extent to which learners adopt healthy lifestyles   | 2 |
| The extent to which learners adopt safe practices   | 2 |
| The extent to which learners enjoy their education  | 2 |
| The attendance of learners  | 3 |
| The behaviour of learners   | 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 | 3 |

## The quality of provision

|  |   |
|--|---|
| <b>How effective are teaching and learning in meeting the full range of learners' needs?</b>       | 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?   | 3 |

## Leadership and management

|  |     |
|--|-----|
| <b>How effective are leadership and management in raising achievement and supporting all learners?</b>                                       | 3   |
| 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  | 3   |
| The effectiveness of the school's self-evaluation  | 2   |
| How well equality of opportunity is promoted and discrimination eliminated   | 3   |
| How well does the school contribute to community cohesion?   | 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  |

**Annex B**

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

11 December 2008

Dear Pupils

Inspection of Bramley Vale Primary School, Chesterfield, S44 5PF

I really enjoyed spending time at your school. You made me feel very welcome and many of you talked to me and helped me to form a very clear view of your school. Here are some of the best things about your school.

- You behave very well. You are considerate, polite and well mannered. You work very hard in class and you enjoy school.
- Your headteacher is making sure that your school keeps getting better and better.
- Your teachers and all the staff work incredibly hard so that you are safe, happy and enjoy learning.
- The governors make sure that the school is well run.

I have asked your headteacher, the teachers and governors to do three things to improve your school from satisfactory to good.

- Make sure that all of you make good or better progress in writing.
- Provide you with the right information about your work so that you know what is good about it and what you need to do to improve even more. In addition, I have asked for you to be more involved in assessing your own work so that you can find out for yourselves whether you have achieved your targets.
- Help you to develop a better understanding of people from different cultures from your own so that you can respect and celebrate the differences even more.

Best wishes for the future.

Yours sincerely

Mary Hinds

Lead inspector