

Bramcote CofE Primary School

Inspection report

Unique Reference Number	122788
Local Authority	Nottinghamshire
Inspection number	327797
Inspection date	5 May 2009
Reporting inspector	Ian Jones

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.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	143
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
Appropriate authority	The governing body
Chair	Mrs Cindy Jones
Headteacher	Mr Andrew Ogden
Date of previous school inspection	20 June 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Hanley Avenue Bramcote Beeston Nottingham Nottinghamshire NG9 3HE
Telephone number	0115 9258548

Age group	4–11
Inspection date	5 May 2009
Inspection number	327797

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Age group	4-11
Inspection date	5 May 2009
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Introduction

The inspection was carried out by two additional inspectors.

Inspectors evaluated the overall effectiveness of the school and investigated the following issues: current achievement and standards throughout the school, especially in writing; how well pupils contribute to the school and wider community; how leadership at all levels impacts on school improvement to raise standards. Evidence was gathered from discussions with the headteacher, senior leadership team, pupils, governors, observations of teaching, an analysis of school data on standards and progress and parents' questionnaires. Other aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

This is a smaller than average sized primary school. Most pupils are from White British backgrounds. The proportion of pupils who have additional needs in literacy and numeracy or who have a statement of special educational needs is broadly average. A small proportion of pupils are in the early stages of learning to speak English as an additional language. The school's provision for the Early Years Foundation Stage comprises a shared class of Reception and Year 1 pupils. Attainment on entry varies due to the small numbers involved but is slightly above average. The school has the National Healthy Schools Gold Award, the Active mark, Artsmark Gold and Investors in People.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Bramcote Primary is a good school. Pupils get a good start to their education and settle quickly into school life. This is because a very good partnership is in place between the school staff and parents. One parent summed it up when they said, 'The school is a calm, safe and happy place where our child is nurtured as well as educated.' Almost all parents who responded to the questionnaire were very pleased with the care their children receive and the progress they are making.

The good personal development of pupils is a strength of the school. This is because all staff give them a committed and effective level of care, guidance and support. Pupils adopt healthy lifestyles because the school encourages them to eat well and take regular exercise. They are offered the opportunity to participate in a wide range of sporting and creative activities; these have a wide take-up and are much enjoyed by pupils. The personal, social and health education curriculum enables pupils to learn how to keep themselves safe inside and outside school, and effectively contributes to their spiritual development. The school works carefully to safeguard pupils and procedures meet requirements.

Pupils' spiritual, moral, social and cultural development is good. They talk confidently about their school and have positive attitudes to learning. They learn to reflect about their own and others' feelings well. An established buddy system helps support those pupils when they need a friend. As one younger pupil said, 'Playground buddies make you happy and cheer you up!' The school council is effective and pupils are encouraged to offer ideas about how to make the school even better. For example, recent improvements to the outside environment have been made with classes, in collaboration with parents, designing and planting the grounds using money provided by the school. Behaviour is consistently good in lessons and pupils usually move around the school displaying high standards of courtesy and respect. Attendance is outstanding, and pupils enjoy coming to school.

The school has made good progress since the last inspection. The headteacher is the driving force behind the improvements. He has galvanised staff, governors and pupils in a determined drive to raise standards. Under his watchful eye, leaders and managers place significant importance on quickening the rate of progress, which is good across the school. A good example is the concerted effort to further improve pupils' writing skills through a project which uses writing toolkits to improve teacher and pupils' subject knowledge. This work is having a positive impact on writing and reading, and standards have risen, but the school recognises that there is further work to do. Recent work on developing problem solving approaches in mathematics is having a positive impact on learning because pupils are gaining a clearer understanding of what they are doing and why.

The school sets and has met challenging targets. Results show that attainment at Year 6 in 2008 improved from 2007 and was above average in English, mathematics and science, with a significant proportion of pupils reaching the higher levels. This was despite a larger than average proportion of pupils with learning difficulties and/ disabilities in this year group. Year 2 assessments made in 2008 show that standards were above average in reading, writing and mathematics.

An important reason for the school's success is its use of a detailed system to track pupils' attainment and progress. Regular analysis of progress identifies those pupils who seem to be underachieving and additional support is provided where necessary. Effective support for those

pupils who find learning more difficult allows them to achieve well. The good use of individual education plans mean that these pupils work towards specific and measurable targets.

A significant reason for pupils' effective progress is the good teaching they receive. Teachers have high expectations and frequently explain complex areas successfully. Teachers use their good subject knowledge well, carefully explaining how to structure and approach their work. Particularly good features of teaching include the use of questioning so that pupils learn to think deeply about what they are studying. In one outstanding lesson, the teacher posed questions at different levels extremely effectively to allow pupils to reflect on their work and consider how to improve it further. Marking of pupils' work, however, is inconsistent. In the best examples it is specific and tells them precisely what they need to do to improve. In some cases marking is affirming and encouraging, but does not engage in a dialogue with pupils. The school acknowledges that the use of personal targets is underdeveloped. This means that not all pupils are clear about what level they are working towards or what they need to do next.

Pupils' enjoy the many exciting activities planned for them in a rich and effective curriculum. They talk enthusiastically about many things that they do at school. They say they really like art, writing and music. The good quality displays around the school stimulate learning and celebrate pupils' writing, creative and artistic skills. A significant proportion of pupils learn to play a variety of musical instruments including strings, wind, brass, percussion instruments and piano. All pupils have the opportunity to learn to play the recorder. German lessons develop older pupils' skills well. An excellent range of clubs allows pupils to develop their skills in many diverse areas including sports, art, pottery, music and gardening. The curriculum regularly features a range of visits and visitors and uses themed events to enhance pupils' understanding and raise awareness. The school is refining its planning so that it can further involve pupil's ideas and develop several types of skills at the same time.

Good leadership and management have brought about effective improvements. The school environment has seen several initiatives in recent years: a significant development since the last inspection is the construction of a sports hall to facilitate physical education, music, drama and other activities. Effective leadership by the headteacher ensures that self-evaluation procedures are rigorous. Although some are relatively new to their post, subject leaders have significantly developed their effectiveness since the last inspection and manage their areas well. The school's leadership works effectively to unite the community. Pupils have a good appreciation of different lifestyles and cultures of Britain. The school contributes well to community cohesion through a highly inclusive school ethos; effective and well established links with the local community and developing links with schools in other parts of the world. Additionally, pupils regularly raise funds to support those less fortunate than themselves.

Governance is good and governors provide effective challenge for the school's leadership. The school has made good improvement since the last inspection and is in a good position to continue to improve in the future.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children attend a range of nursery and playschool settings. They make good progress in the Early Years Foundation Stage and standards are above average by the start of Year 1. Learning opportunities meet the children's needs well. Children settle into school life quickly because of the secure environment provided. Leadership and management is good. Teaching is good and clearly planned around what children know and need to learn next. Staff look after children

well, enabling children to feel safe. Although children are provided with some good opportunities for independent learning, this aspect is not as well developed as it should be due to the limitations of the outside area. The school is aware of this and work is currently underway to provide a suitable outside facility. Children demonstrate confident attitudes to their tasks. They gain much from working alongside the older pupils in the class. As a result their social skills, ability to work as part of a team and willingness to help one another are well developed. Strong links are maintained with parents who are confident that their children are looked after well and learn effectively.

What the school should do to improve further

- Ensure that all pupils are provided with personal targets in core subjects which they fully understand and know how to achieve.
- Improve the quality of marking so that pupils are given greater guidance on what they need to do to improve their work.

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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 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?	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/or disabilities make progress	2

¹Grade 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

How good are the overall personal development and well-being of the learners?	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	1
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	2

The quality of provision

How effective are teaching and learning in meeting the full range of 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

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 eliminated	2
How well does the school contribute to community cohesion?	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

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

6 May 2009

Dear Pupils

Inspection of Bramcote C of E Primary School, Beeston, Nottingham

NG9 3HE

Many of you will remember our visit to your school a little while ago. Thank you for making us so welcome. I was pleased to find how keen you were to share your thoughts about your school. This letter is to tell you what we found out.

Yours is a good school. Your teachers help you to make good progress. You work hard to help others and to improve your school. We were impressed by your excellent attendance and by the care and pride you take in improving the school environment.

You carry out your tasks well. You behave well and take a pride in what you do. You told us that you enjoy school and try your best, and we can see this in the things you do. Your parents are very pleased with the school. They can see how well Mr Ogden and the other staff look after you and work hard to make your school better. All the adults take good care of you and work to provide a safe and caring place for you to come to.

To help you do even better, we have asked the school to:

- make sure that you are given personal targets in English, mathematics and science, explaining them to you and what you need to do to achieve them
- improve the quality of marking so that you have a clear understanding of what you need to do to improve your work.

You can help by carrying on working hard and enjoying school.

I hope you continue to enjoy school and work hard for the future.

Ian Jones

Lead inspector