

# Brailes CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	125626
<b>Local Authority</b>	Warwickshire
<b>Inspection number</b>	340806
<b>Inspection dates</b>	16–17 June 2010
<b>Reporting inspector</b>	Steven Hill

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	95
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dale Packer
<b>Headteacher</b>	Sarah Plaskitt
<b>Date of previous school inspection</b>	6 February 2007
<b>School address</b>	Lower Brailes Banbury OX15 5AP
<b>Telephone number</b>	01608 685253
<b>Fax number</b>	01608 685253
<b>Email address</b>	admin3014@we-learn.com

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Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

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## Introduction

This inspection was carried out by two additional inspectors. Nine lessons were observed, taught by six teachers. Meetings were held with staff, pupils and governors. Inspectors observed the school's work and looked at a variety of documentation, including samples of pupils' books, records of their progress and attainment and documentation about keeping them safe. Questionnaires were examined from older pupils, staff and from 56 parents.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- pupils' current learning in lessons, and their progress over the last year, particularly for pupils in Year 6 and those with special educational needs and/or disabilities
- whether the strengths in personal development and pastoral care have been maintained since the last inspection
- how well the school promotes community cohesion beyond the immediate locality.

## Information about the school

This is a small school in the rural village of Brailes. Pupils come from the village or from other villages nearby. The vast majority of pupils are of White British heritage and none speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is above average. Each of the four classes caters for two age groups. A part-time pre-school provision on the site, which is managed by the governing body, is to close in July because falling rolls have made it financially unviable. In the meantime, the remaining six children have been integrated into the Reception class, which they attend in the mornings only.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

The school has improved significantly since the last inspection and now provides a good education. Achievement has improved considerably, because more detailed and accurate assessment systems have been used to help pupils make good progress. Particularly effective has been the targeting of appropriate help on pupils with special educational needs and/or disabilities. Their progress, which records show was satisfactory up to 2009, now matches the good progress of their classmates. Standards are rising, but are still only average by the time pupils leave school. This is because a high level of special education needs meant that the current Year 6 pupils started Key Stage 2 with low standards overall. Their good progress since, which accelerated remarkably over the last year, means their standards are now in line with those found nationally. The integration of the pre-school children into the Reception class has been successful. All the children in the Early Years Foundation Stage are making good progress because the provision is of good quality.

Teaching is good and its improved consistency has supported better achievement. In particular, teachers now use the improved information about pupils' progress to plan tasks that are better matched to different pupils' varying needs. Teachers and other adults usually monitor pupils' ongoing progress in lessons well, quickly intervening to help.

Pupils' personal development is good because the good pastoral care noted at the previous inspection has been maintained. Pupils continue to be well behaved, have positive attitudes to school and enjoy learning. Their understanding of a wide range of cultures has improved since the last inspection because they are taught much more about these in different subjects. The promotion of community cohesion is satisfactory. The school itself is a thriving and harmonious community, and pupils are involved in village life in a variety of ways. Their opportunities to interact directly with people from a wider range of cultures are beginning to be extended, for example through the visit to a Gurdwara during the inspection, but are still too limited. The school has accurately identified this as a priority in its development.

The curriculum is satisfactory. A good mix of practical tasks and an interesting range of clubs and visits add to pupils' enjoyment and learning. Some useful cross-curricular links are made, but these remain limited because of the way in which lessons are planned from a set of subject-based guidelines. The school is currently considering how links between subjects can be made more extensive and systematic. Pupils have suitable opportunities to develop skills in information and communication technology (ICT), but do not have enough practice in using these skills in other lessons.

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Many aspects of leadership and management have improved. The headteacher has welded together an effective team. They have focussed their attention in the last year on improving the tracking of pupils' progress, and have used the resultant data well to raise standards. Staff have accurately identified that they do not undertake enough monitoring of pupils' books or share expertise sufficiently in the classroom, and are planning to address these gaps. This exemplifies the school's good self-evaluation. The school's good understanding of its strengths and weaknesses, and its record of success in making improvements, show it has a good capacity to improve further.

**What does the school need to do to improve further?**

- Increase the effectiveness of teachers in monitoring and supporting each other by:
  - providing more opportunities for all teachers to work alongside each other in the classroom and so share their expertise
  - extending the range and frequency of the monitoring of pupils' books so that subject leaders in particular, have a clearer picture of provision and outcomes in their areas of responsibility.
- Extend the good practice in supporting community cohesion locally to a wider range of communities in this country and abroad, particularly by giving pupils more opportunities to interact directly with people from different backgrounds from those they meet in their everyday lives.
- Improve the curriculum by:
  - linking learning in different subjects in a more systematic way to make lessons more interesting and relevant for pupils
  - making more use of opportunities for pupils to use ICT in their lessons in different subjects, particularly in using word processing for writing.

**Outcomes for individuals and groups of pupils****2**

Pupils are happy in school and feel very safe because they have great confidence in the school's staff and helpers. They are making good progress in lessons. For example, in a science lesson in Key Stage 1, pupils greatly increased their understanding of electricity because they were given a good range of equipment to experiment with when making simple circuits. They worked hard and took a delight in their success. Pupils with special educational needs make similarly good progress to their classmates because of the extra help they get from skilled teaching assistants, and because tasks are often modified to help them cope successfully. This was shown in a mathematics lesson for pupils in Years 3 and 4, when all pupils made good progress in understanding subtraction because the work was closely matched to their different levels of attainment.

Pupils' behaviour is consistently good in lessons, and supports their good achievement. Year 6 pupils agreed that behaviour had improved during the last few years. They said no-one was ever 'really naughty' and that any misbehaviour was dealt with quickly by the teachers. Spiritual, moral, social and cultural development is good. Pupils get on well

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with staff, and are caring and supportive of each other. Boys and girls work well together on collaborative tasks. Pupils are thoughtful about issues of right and wrong, apply this to their understanding of school rules, and have a strong sense of fairness. They contribute well to the harmonious school ethos, and are fully involved in aspects of village life and the Church. They feel they have a strong voice in school life, particularly through the school council, and take on responsibilities conscientiously. Pupils have a good understanding of health issues. They can explain how much healthier and enjoyable school lunches have become, and enjoy exercise, illustrating the school's Healthy School status. Their enjoyment of school is reflected in consistently above-average attendance figures. Their positive attitudes, good social skills and their good progress in literacy and numeracy mean they are well prepared for their future lives, in school and beyond.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

The proportion of good lessons is increasing steadily, with almost all teaching and learning seen during the inspection being good. Classroom management is good and

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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securely based on clear expectations of pupils' work and behaviour, well-understood rules and routines, and positive relationships. Work is usually modified to match pupils' needs, although occasionally tasks are not sufficiently challenging for the more-able pupils. Good use is made in many lessons of strategies to involve all pupils, such as giving them opportunities to discuss things in pairs. This greatly helps their speaking and listening skills, as well as helping them sort out their ideas. Occasionally, such opportunities are missed, so the pace of learning is only satisfactory when some pupils' concentration wanes. Marking is satisfactory, and indicates clearly where pupils have succeeded and where they have gone wrong. However, it seldom gives them specific advice about how they can move on to a high level in future work.

The curriculum has a number of strengths, and teachers work hard to ensure that a variety of different activities are used to enthuse and engage pupils. A good range of enrichment activities, including trips out, generates interest and enthusiasm. Some weaknesses in the use of ICT, and a lack of systematic planning for cross-curricular aspects, mean that it is satisfactory overall. The school's programme for personal and social education is a strength, as was exemplified when pupils in Key Stage 1 thoughtfully and honestly discussed habits that they felt they should break. This programme contributes well to the good care, support and guidance provided to pupils. The school's small size and family ethos mean members of staff know pupils' individual needs and circumstances well. The needs of pupils whose circumstances make them vulnerable are addressed well, so that they succeed socially as well as academically. Similarly, good support enables pupils with special educational needs and/or disabilities to play a full part in school life.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## **How effective are leadership and management?**

Clear educational direction from the headteacher and hard work from staff have led to major improvements in the consistency of teaching and hence in pupils' achievement over the last year. The strengths in personal development and care have been built on and expanded since the last inspection. Equal opportunities are now promoted well. This is best illustrated by the closing of the gap between the progress made by pupils with special educational needs and/or disabilities and that of their classmates. Monitoring has greatly improved, particularly through the better tracking of pupils' progress. A start has been made on teachers sharing their expertise with colleagues in class, but this has not

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involved everyone. The governing body has sound systems in place to gain an overview of the school's work and is satisfactorily placed to challenge staff about performance. Relationships with parents are good and they are given good information about their children's education. They are consulted regularly about their views on the school's performance, but not systematically about major educational decisions which the school makes. Similarly, although all safeguarding procedures are in place, and statutory requirements met, the school has not developed consultation with parents and pupils as an element of its safeguarding arrangements. The promotion of community cohesion locally is strong, but is only just being extended to communities further afield. The good outcomes for pupils show that the school provides good value for money.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## **Early Years Foundation Stage**

The children start in the setting with skills and abilities that cover a wide range, and vary significantly from year to year, but overall are broadly in line with those expected. The provision has improved since the last inspection and children are now making good progress and so their attainment is above that found nationally by the end of the Reception year. Both pre-school and Reception aged children are happy, safe and settled in the class. They have good relationships with the adults and are looked after well. Children enjoy the wide range of interesting activities, particularly in the extensive outside area, and are fully engaged in their play. The teaching is good and is particularly strong in developing children's early writing skills through a concentration on learning letters and sounds. Children's individual attainment is tracked well by staff and the



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adults are careful to match teacher-led activities to their particular needs. There is a good balance between such activities and those children chose for themselves. The adults are skilled at intervening in children's play to extend their thinking and their vocabulary. This is a particular strength in the mornings when three adults work with all the children. In the afternoons, when the teacher is usually alone, her attention has to be given either to children's play or to directed activities, but she is successful in maintaining a good balance between the two. The setting is led and managed well, with the integration of the pre-school and Reception children a great success because of the good teamwork of staff.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

The very large majority of parents are pleased with the education provided for their children. They particularly appreciate that their children are safe and happy in school. A few expressed concerns about the quality of teaching and their children's consequent progress. Inspection evidence shows that teaching has become more consistent over the last year, and progress is now good, having previously been satisfactory. A few parents were not happy with how poor behaviour is handled. The inspection team saw consistently good behaviour during the inspection and the pupils themselves expressed confidence that any occasional misbehaviour is dealt with quickly, and does not distress them or stop them learning.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Brailes CofE Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 56 completed questionnaires by the end of the on-site inspection. In total, there are 95 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	50	26	46	1	2	0	0
The school keeps my child safe	30	54	26	46	0	0	0	0
The school informs me about my child's progress	22	39	33	59	0	0	0	0
My child is making enough progress at this school	17	30	32	57	5	9	1	2
The teaching is good at this school	18	32	31	55	5	9	1	2
The school helps me to support my child's learning	15	27	35	63	5	9	1	2
The school helps my child to have a healthy lifestyle	26	46	26	46	3	5	1	2
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	27	48	27	48	2	4	0	0
The school meets my child's particular needs	17	30	32	57	4	7	1	2
The school deals effectively with unacceptable behaviour	15	27	30	54	9	16	1	2
The school takes account of my suggestions and concerns	14	25	34	61	3	5	0	0
The school is led and managed effectively	23	41	25	45	6	11	1	2
Overall, I am happy with my child's experience at this school	24	43	30	54	1	2	1	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



18 June 2010

Dear Pupils

Inspection of Brailes CofE Primary School, Banbury, OX15 5AP

Thank you very much for your warm welcome when we visited your school. You said that you enjoy school and we could see why. This is what we found out.

The school gives you a good education. You are making good progress because the adults are good at helping you to learn. You have made more progress this year because the adults have used better systems to keep track of how you are doing, so that they can give extra help to pupils who need it. You are starting to learn more about different people in the world, for example during your visit to the Gurdwara in Leamington Spa. We have asked the school to give you lots more opportunities like this to help you to learn about different communities in this country and around the world.

Your behaviour is good and you all get along well. The teachers try to give you lots of interesting things to do so that you enjoy learning. We have agreed that they will work out how to connect learning in the different subjects more, to make lessons even more exciting. We have also agreed that you need more chances to use ICT in different lessons, especially for writing.

The adults are good at organising the school and are keen to make things better all the time. We have agreed that they will spend more time working in each other's classrooms to share ideas and checking through your work to see how well you are learning.

You can help by keeping up your hard work in class, especially when using the computers, and your good behaviour.

Yours sincerely

Steven Hill

Lead inspector

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