



Breadsall CofE Voluntary Controlled Primary School

Inspection Report

Unique Reference Number 112805
LEA DERBYSHIRE LEA
Inspection number 279026
Inspection dates 26 September 2005 to 27 September 2005
Reporting inspector Mr. David Speakman LI

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

Type of school	Primary	School address	Moor Road
School category	Voluntary controlled		DE21 5LA
Age range of pupils	4 to 12		
Gender of pupils	Mixed	Telephone number	01332 831328
Number on roll	115	Fax number	01332 835421
Appropriate authority	The governing body	Chair of governors	Mrs.Margaret Blount
Date of previous inspection	16 October 2000	Headteacher	Mrs. Gail Goodman

Age group 4 to 12	Inspection dates 26 September 2005 - 27 September 2005	Inspection number 279026
-----------------------------	---	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by David Speakman, additional inspector.

Description of the school

This is an average sized Church of England primary school. Most of the pupils are of a White British background with small numbers from other minority ethnic backgrounds. The proportion of pupils entitled to claim a free school meal is very low and there is a below average proportion of pupils with special educational needs. Pupils are taught in mixed age classes. The school has achieved Investors In People and The Young Enterprise awards.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school which enables all pupils to achieve well. They attain very high academic standards and exceptional levels in their personal development and in their attitudes towards school and learning. The school modestly judges itself to be good because it is always seeking further improvement. Parents are very happy with all that is done for their children. Pupils make consistently good progress and they exceed the levels nationally expected of them at the end of reception, Year 2 and Year 6. Provision, including that in the Foundation Stage is good with some outstanding features. Although well above average, standards in writing are not quite as high as those in speaking and listening, reading, mathematics and science. Pupil's personal development is outstanding. The care and welfare of pupils is given a very high priority and the school has an exceedingly high regard for their health and well-being. The behaviour of the pupils is excellent. Attendance is well above average. The curriculum is well organised to meet the learning needs of all pupils in the mixed age classes. The school does very well to ensure that all pupils receive their full entitlement, particularly in physical education, despite the limitations imposed by inadequate accommodation. The school is currently revising provision in its personal, social and health education programme, including sex and relationships education. The head teacher provides extremely strong and purposeful leadership and receives high quality support from other staff with leadership responsibility. There has been a steady rate of improvement in recent years and the school is well placed to improve even further. The school provides excellent value for money.

What the school should do to improve further

- Continue to improve the quality of pupils' writing so that standards match those in other subjects. - Complete the development and implementation of the PSHE curriculum, particularly in relation to sex and relationships education, at an early date.

Achievement and standards

Grade: 1

Children start reception with knowledge and skills above that are typical for children of this age. By the end of the reception year, standards exceed the goals children are expected to reach by the time they are five, and many are working well within Level 1 of the National Curriculum. All pupils from Years 1 to 6 achieve well and standards by Year 6 are very high. Assessment data shows that over the last three years results in the end of key stage tests have been steadily rising. The exceptionally high results for tests taken at the end of Year 6 in 2005 show that the progress pupils made between Years 2 and 6 was outstanding and was in the top five per cent of all pupils nationally. In English, standards in speaking and listening and in reading are excellent. The school has been working very hard on improving pupils' writing for the last two years and there has been a significant improvement, but although standards are well above average they do not quite match those in speaking and listening and reading.

Achievement in mathematics and science is very good. Standards at the end of Year 2 are well above average. Again the quality of pupils' writing, although good for their age, does not match their reading and speaking and listening skills.

Personal development and well-being

Grade: 1

Pupil's personal development is outstanding. Pupils' enjoyment in being in school is reflected in their very good and often excellent behaviour in class and around school. They say they recall no incidents of bullying. The school council members show a great deal of pride in their achievements and their impact on school life. Pupils support a wide range of charities, sometimes initiating and managing this themselves. Attendance levels are very good. Pupils' spiritual, moral, social and cultural development is outstanding. Pupils place a high value on their relationships with each other and adults, as reinforced in school assemblies. Personal and social education programmes, such as 'circle time', help pupils to develop a deep understanding of the feelings of others and this contributes very successfully to the quality of life in the school community. Pupils genuinely care for each other. They are thoughtful and considerate to other pupils and follow the excellent examples set for them by all adults in the school. Lunch and break times are very pleasant and sociable occasions, when pupils play well together and enjoy themselves. Pupils have very good understanding of healthy lifestyles. They understand about healthy eating and keeping fit. Although space is limited, the school manages to put on a good range of physical activities to encourage physical fitness, such as large groups doing aerobics, swimming or following physical activities at a nearby leisure centre, which pupils enjoy.

Quality of provision

Teaching and learning

Grade: 1

The quality of teaching and learning is outstanding. Teachers know their pupils very well. They plan challenging activities, based on the rigorous assessment and tracking data, which effectively move all pupils on at a good pace. Teaching is lively and teachers interact really well with pupils, making them feel valued and that their contribution matters. Teachers manage pupils' behaviour extremely effectively and as pupils respond very well, teachers are able to plan interesting, lively and engaging activities which excite and stimulate pupils. Teachers have good subject knowledge, and often teach specialist lessons in subjects in which they have particular strengths, such as music and religious education, in classes other than their own. Teachers teach learning skills very well, so that pupils are able to find things out independently and become effective learners. In mathematics for example, pupils are shown how to develop strategies to solve problems effectively and to work things out for themselves. This contributes significantly to pupils' independent learning skills and their high standards. Teaching assistants make a significant contribution to pupils' achievement. They are skilled,

knowledgeable and through their involvement in lesson planning and assessment, are clear about their role with pupils.

Curriculum and other activities

Grade: 2

The curriculum is organised well so that pupils, all of whom are taught in mixed-age classes, build securely on previous learning. Curriculum time for subjects such as science or design and technology, is blocked for younger pupils so they are able to follow a topic in depth without any fragmentation. The school is currently reviewing provision for sex and relationships education in response to changes initiated by the local authority. The curriculum is enriched effectively with a good range of extra-curricular activities. The range of clubs on offer enables all pupils to take part, whatever their preferences, and includes sporting, musical, crafts and academic based activities. Visits and visitors further enrich the curriculum well. Inadequacies in the accommodation place an extra strain on the teachers to ensure that they provide the full National Curriculum, particularly in physical education. Pupils are transported to a nearby leisure centre to access suitable accommodation. In addition, teachers and pupils have to set up a classroom in the hall to accommodate an extra class created because of high pupil numbers.

Care, guidance and support

Grade: 1

The school's mission to 'challenge all pupils and staff to do their very best' and 'to develop a community based upon mutual values of self-respect and discipline' is evident in all the school does and fully reflected in the outcomes. The school provides a secure and caring environment in which pupils can learn and grow in safety and security. The provision for health, safety and well-being is outstanding. Regular opportunities to exercise and high quality, healthy school meals add significantly to pupils' well-being. Pupils are confident that there is always an adult to listen to them if they have problems. Child protection procedures are fully in place. Pupils who have special educational needs are looked after well in school and through the school's links with outside agencies. The school's rigorous tracking of pupils' academic achievement helps teachers give pupils good guidance on how to improve their work. Challenging targets for improvement in writing are set regularly and their impact can be seen in the improvements that have been made.

Leadership and management

Grade: 1

The quality of leadership and management is outstanding. The head teacher provides purposeful and highly effective leadership. She has been instrumental in creating a school in which all concerned feel valued, cared for and respected. The senior leadership team are highly effective team in moving the school forward. They receive effective support from the governing body. The head teacher, senior leadership team and the

governing body often ask themselves, 'What can we do better than we now do well?' The effect of highly effective leadership and management can be seen in the improvement in pupils' attainment year on year, the reflection of the school ethos in pupils' personal development and the attitudes of pupils towards learning and each other. The self evaluation carried out by the school effectively identifies areas in need of development. The clear strategic thinking that follows forms the basis of a well constructed school improvement plan which clearly identifies the most important priorities for improvement and is the result of rigorous and in-depth self evaluation, using a wide base of assessment data, staff views, the results of parents' questionnaires and pupils' views. The head teacher and staff monitor and evaluate the progress they are making towards achieving their targets. This process underpins the good rate of continuous improvement the school has already shown and demonstrates a very good capacity for further improvement.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
--	-----------------------	--------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	1	NA
The standards ¹ reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

I was delighted to meet you when I came in to inspect your school. Thank you very much for talking to me and helping me find out about you and how good your school is. I am very pleased to be able to say that you have an excellent school. The head teacher, teachers and all other adults working in Breadsall Primary do their very best to help give you an excellent start to your lives. They look after you extremely well and I noticed that in turn, you also look after each other. Your teachers know you very well and use this information to help all of you, whatever the level you are working at, to make the best possible progress. As a result, standards are very high in your school. The staff also go to great lengths to make sure that you get good opportunities to take part in sport and to grow up fit and healthy. You had good things to say about your school, teachers and friends and it is obvious that you enjoy being there. I thought your behaviour was excellent. There are a couple of things that can be improved, but the teachers are aware of these and have already been working on them. These are: - To help you improve your writing so that it is as good as your work in other subjects - To complete the development of the PSHE curriculum so that no-one misses out on important parts of this subject.