

Breadsall CofE VC Primary School

Inspection report

Unique Reference Number	112805
Local Authority	Derbyshire
Inspection number	325692
Inspection date	8 October 2008
Reporting inspector	Jane Melbourne HMI

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 controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	120
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	15
Appropriate authority	The governing body
Chair	Mrs Caroline Matthews
Headteacher	Mr Peter Seargent
Date of previous school inspection	26 September 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Moor Road Breadsall Derbyshire DE21 5LA
Telephone number	01332 831328
Fax number	01332 835421

Age group	4–11
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and an Additional Inspector over one day.

The inspection evaluated the overall effectiveness of the school and investigated the following issues:

- Are all groups of pupils making enough progress and doing as well as they can?
- Is the school sufficiently addressing the differences between the achievement of boys and girls, and is the curriculum sufficiently tailored to all types of learners?
- Is the school taking appropriate action to reverse the recent decline in results and promote school improvement?

Other aspects of the school's work were not investigated in detail, but the inspection 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 the report. Evidence was gathered from observing lessons and pupils' work; scrutinising school documentation, parents' questionnaire responses, records of pupils' achievement and progress; and discussions with the headteacher, senior staff, governors and with pupils.

Description of the school

This average sized school serves both the local village and surrounding areas. Most pupils are of a White British background with a small number from minority ethnic backgrounds. The proportion of pupils entitled to claim free school meals is very low. There is an average proportion of pupils identified as having learning difficulties and/or disabilities but a very small number have statements of special educational need. The Reception class accommodates children in the Early Years Foundation Stage (EYFS), after this pupils are taught in mixed age classes. There has been significant staffing instability since the last inspection and a new headteacher joined the school from this term. There have also been significant changes in the last year to the senior leadership team and the governing body.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Breadsall Primary provides a satisfactory standard of education and care for its pupils. Pupils' personal development is good. Although there has been an overall decline in the school's performance since the last inspection, when it was judged outstanding, and issues for improvement from the last report have not been addressed effectively, the school has correctly identified key issues and put together sensible priorities for action that have begun to improve the school's performance. These include several factors to ensure the safety of learners and improve the quality of their learning. The school's values have been redefined and re-focused the direction of its work. There is real commitment from staff and governors to make this a better school again, and parents are overwhelmingly positive about the school, including the recent changes.

Standards on entry to the school are mostly above what is expected and remain so by the end of the EYFS. The vast majority of pupils, including those who need support with their learning, achieve standards in national tests that are above local and national averages. Pupils make satisfactory progress during their time at the school. However, by the end of Key Stage 2 too few pupils achieve the higher levels, particularly in science, and standards in writing are not as good as in reading. Pupils' progress and achievement is inconsistent in the different key stages. The exceptionally high standards reported in 2005 have not been maintained though there are now clear signs of improvement, and the school has achieved its challenging targets this year. Teachers are making greater use of assessment data to track pupils' progress and this, along with greater stability and drive across the school, means that there are improvements in pupils' progress. Pupils who need support with their learning do relatively well in tests. They are identified early, receive some good quality support and are monitored carefully. Staff have begun to address the gender differences through the curriculum and teaching, but it is too early to judge the impact of this work.

The quality of teaching and learning is satisfactory. Teachers consider pupils' differing learning styles, but not enough lessons contain a sufficient range of activities to suit their learning needs. Teachers do not take sufficient account of what pupils already know and can do, and pupils do not settle down to independent learning quickly enough.. The good teaching seen in the school, is suitable for sharing. The new senior team provides effective staff development and, most importantly, staff are keen to learn and improve. For example, since the appointment of an assessment co-ordinator, staff have completely updated assessment and tracking systems and they are learning to make more effective use of data to plan for pupils' needs. The challenges set for all pupils are high, but pupils are more clear about their literacy than their numeracy targets. Some staff now make better provision for children who are potentially high attainers. This group is learning well, but it is too early to assess whether this and the other new strategies will raise the number of higher levels across the school.

The curriculum is satisfactory. There is adequate provision for information and communication technology to enhance the curriculum. Staff have identified the need to improve the quality of writing. They are introducing new initiatives to ensure boys develop an enthusiasm for writing. The varied programme of visits and extra curricular activities, including outdoor adventure activities provide lots of variety and the after-school football club is extremely popular. Limitations of space reduce the provision of physical education. Importantly, it prevents the school from complying with the outdoor learning and development requirements for the new EYFS. The staff overcome the lack of space by providing physical educational lessons in

the local community hall and swimming lessons at the local pool. The school now has a cycle of reviewing and monitoring the curriculum, but recognises there is more to do in this area to ensure standards rise.

Pupils' personal development is good. Attendance is above average. Pupils want to come to school and enjoy their time there. They respond well to the school's expectations for good behaviour by taking responsibility for their own actions and genuinely caring about their school and their friends. Pupils feel safe and secure and know who to turn to for help when required, and have an understanding of keeping healthy. Pupils make a positive contribution to the school community and are active participants in the school council. These skills help to equip them well for the workplace and their future. Pupils' spiritual, moral, social and cultural development is good.

Pastoral care is a particularly strong feature of this friendly school. All child protection procedures are understood and meet statutory requirements. There are no known incidences of bullying. Children get a good start in the EYFS thanks to strong links with the pre-school providers. The needs of pupils who require extra support are met well. The more able are challenged well when they are withdrawn for additional tuition. Pupils who need extra help receive good quality support so that they do not fall behind other learners. Staff informally evaluate lessons, but do not do this consistently and regularly. Academic guidance is only satisfactory. Whilst there is a whole school marking policy, staff do not apply it effectively and pupils are not told often enough what is good about their work and how they can improve it. Pupils are not skilled at checking their own work and that of their fellow classmates. Expectations for the presentation of work are not clear, or high enough.

Leadership and management are satisfactory. Leadership roles are relatively new and systems have not had time to embed. Similarly, the reorganised governing body take a dynamic and proactive approach to their monitoring and quality assurance responsibilities. With their appointment of the new headteacher and senior leadership team, they have been instrumental in setting higher challenges for school improvement.

Effectiveness of the Early Years Foundation Stage

Grade: 3

The provision for children in the EYFS is satisfactory; some elements are good. Staff work effectively with feeder settings to ensure a smooth transition to school. The family atmosphere ensures that children settle well. They are happy to come to school, confident to talk about their work and enthusiastic about learning. They know they can approach older pupils or teachers for help if needed. There is an appropriate focus on literacy and numeracy and the children are eager to take part in activities; acting out stories; beginning to recognise words; sounding out letters; and counting. Activities are provided which enable them to be active, such as working with the parachute. Most children exceed the expected levels by the time they move into Year 1, showing satisfactory progress from their starting points. Assessment strategies ensure that their progress is monitored and individual needs are met. Planning ensures that all six areas of the curriculum are covered, but resources are not always accessible to the children. The restricted learning environment does not support independent learning.. Staff are rightly looking at ways to address this. This restricts the opportunities for children to make their own choices and pursue their learning based on their own interests.

What the school should do to improve further

- Ensure that the school leadership team develop practices across the school that enable children to make consistent progress.
- Raise the quality of the provision in order that children achieve well.
- Ensure that the learning environment enables children in the EYFS to make choices and become independent learners inside and outside.

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.

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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?	3
Effective steps have been taken to promote improvement since the last inspection	No
How well does the school work in partnership with others to promote learners' well being?	3
The capacity to make any necessary improvements	3

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
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?	3
How effectively is the welfare of children in the EYFS promoted?	3
How effectively is provision in the EYFS led and managed?	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	2
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

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	2
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?	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

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	2
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	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**

9 October 2008

Dear Pupils

Inspection of Breadsall Church of England Voluntary Aided Primary School, Breadsall, DE21 5LA

Thank you for being so helpful when Mrs Merrick and I recently inspected your school. We both very much enjoyed talking to you all. I was really impressed with the happy atmosphere and how sensible you are in lessons and around the school.

What I like most about your school.

- You all enjoy coming to school and attend well.
- Your teachers are now checking your progress more often, so that if any of you are falling behind you can get the help that you need.
- Your new headteacher's leadership, and that of the staff and governors, are focused on making this a better school.
- Your good behaviour and attitudes to learning.
- You have a good understanding about adopting healthy lifestyles, including eating healthy meals and taking part in sport, including after-school football.

These are the things I have asked the school to do.

- Check that all of your teachers adopt the same methods of planning, use of assessment, setting targets and marking your work, and that their expectations for your work are high so that you all progress well.
- Improve the quality of teaching, of the curriculum and the guidance you receive on your work, to help you improve more and achieve well.
- Ensure that the classroom and outdoor area that the reception children use is safe and suitable, with plenty of choice of activities, and that they learn by experimenting and investigating and solving problems by themselves.

I wish you all well for the future.

Yours sincerely

Jane Melbourne

Her Majesty's Inspector