

# Brading CE Primary School

West Street, Brading, Sandown PO36 0DS

## Inspection dates

13–14 July 2016

## Overall effectiveness

**Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This a good school

- The headteacher's determined and inspiring leadership is supported well by the dedicated staff team. All the adults share a single mission to achieve the best for every pupil and their family. This ensures highly effective teamwork.
- Leaders have taken effective action to improve the school's effectiveness since the last inspection.
- Staff provide excellent care for pupils. This ensures that pupils are kept safe, feel safe and enjoy school. This helps pupils to learn well.
- Effective teaching throughout the school supports pupils to make good progress at every stage, including pupils supported by the pupil premium, those who have special educational needs and/or disabilities, and the most able pupils in key stage 1. (The pupil premium is additional government funding for pupils known to be eligible for free school meals and those who are looked after by the local authority.)
- Pupils behave well in school, they show respect to one another and all the adults. Most pupils show diligence in their school work. In lessons, and through the good example of all the adults, the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance are promoted well.
- The good early years provision ensures that children make a promising start to their education in school.
- Governors have improved their effectiveness significantly since the last inspection. They oversee safeguarding diligently. They are well informed about teaching and pupils' achievement. Governors hold the headteacher firmly to account for continuing improvement.

### It is not yet an outstanding school because

- Teaching does not consistently challenge the most able pupils in key stage 2 to excel.
- In mathematics, particularly in key stage 1, pupils do not consistently show they have mastered their learning before moving on to a new topic.
- Teachers' curriculum leadership is not well developed in every subject. The curriculum does not present pupils with a rich picture of life in modern Britain.

## Full report

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

- Improve teaching by ensuring that:
  - teachers' feedback to pupils about their work provides consistently suitable challenge, particularly for the most able pupils in key stage 2
  - teachers in key stage 1 provide consistently effective opportunities for pupils to demonstrate their mathematical learning independently, for example without the support of highly structured tasks.
  
- Improve leadership by ensuring that:
  - each area of the national curriculum is led and developed well
  - the curriculum provides ample opportunities for pupils to excel, particularly in key stage 2
  - pupils learn richly about life in modern Britain.

## Inspection judgements

### Effectiveness of leadership and management is good

- The headteacher's aspiration and determined leadership inspire the whole staff team. All the adults work extremely well together. The school's motto and values, 'Team' ('together, everyone achieves more') and 'Trust' ('truth, respect, unity and sincerity'), are brought to life through the ambition and excellent care that all staff provide.
- The headteacher has led systematic improvement in all the areas identified in the last inspection report. By developing wider leadership in the school, the headteacher has made this improvement sustainable. The introduction of a senior teacher and business manager has boosted senior leadership capacity. Subject leaders for English, science, physical education (PE) and French promote pupils' learning well in these areas. The headteacher leads mathematics effectively. However, leadership is not equally well developed in all subjects so pupils' learning is not as well promoted; for example, in history and geography.
- The headteacher's evaluation of the school's strengths and areas for further improvement is accurate. Clear annual plans set out the contribution to improvement expected from each member of staff. The headteacher checks teaching regularly, providing relevant feedback to staff and ensuring that any necessary training or support is provided. Staff value this approach and feel challenged and well supported in their work. Parents are overwhelmingly confident in the school's leadership.
- The curriculum is broad and balanced, covering all the areas of the national curriculum. All pupils in key stage 2 learn French. Pupils enjoy the regular opportunities to learn from visitors, such as the recent theatre company exploring Shakespeare's play 'Macbeth', and educational visits such as recently to the local toy museum. Regular visits from 'resident artists' promote pupils' skill and creativity, most recently in printing techniques. Pupils learn about the major religions represented in Britain and visit the mainland, for instance when Years 5 and 6 pupils recently travelled to London to see Buckingham Palace. However, pupils' opportunities to learn about life in modern Britain are not richly developed.
- Pupils' spiritual, moral and social development is a strength. The strong Christian ethos permeates the life of the school. Pupils have regular opportunities to reflect on their own feelings, for example when considering their own 'secrets of success'. The clear behaviour policy, and the consistent example of all the adults, support pupils well to learn about right and wrong and to consider the consequences of their actions. Fundamental British values are promoted well. Pupils see democracy at work in the school through their own contribution to the school council and as 'mini-governors'. Pupils regularly contribute to the local community, most recently by devising quizzes for visitors to the local toy museum and through regular links with the local 'memory club'.
- The good outcomes achieved by pupils supported by the pupil premium show how well this funding is used. With broadly half of pupils supported by this funding, a wide range of purposeful facilities is provided. This includes the breakfast club, where 'booster' classes are provided daily, additional support for learning in the classroom, support for pupils' emotional and mental health, and access to after-school activities.
- The PE leader manages the additional government sports funding well. Staff expertise to teach PE has been enhanced. As a result, talented pupils have been identified and directed to higher-level events at the local sports college. The school is also enjoying growing success in local competitions, for example rising up the rankings at the local 'Baylink Olympics'. Pupils' increasing success in athletics competitions has been supported through the installation of a running track on the school field and the purchase of javelins and hurdles, to improve pupils' preparation for events. After-school activities have been extended to include skateboarding, archery, karate and cricket, for example. Activities have been carefully chosen to enable all pupils to take part, for example by the inclusion of sitting volleyball. Key stage 2 pupils now have regular access to a cycle of additional activities including golf, rock climbing and tennis. Pupils value these opportunities highly.
- The local authority has supported the improvement in teaching and leadership well. The headteacher has particularly valued the support arranged by the local authority from leaders and staff in local good schools. The headteacher has felt less well supported by the local authority in meeting the social care needs of children and families.
- **The governance of the school**
  - Governance has improved significantly since the last inspection. Governors responded effectively to all of the recommendations from the external review of governance completed after the last inspection, and from their own evaluation. As a result, the leadership and membership of the governing body has been refreshed and governors' roles and responsibilities made clearer. Governors have also overhauled the way they work, leading to an efficient system of committee meetings and full governing body discussions.

- Governors are well informed about teaching and pupils’ achievements, particularly in reading, writing and mathematics. Governors conduct regular visits to the school, to check for themselves the information provided by the headteacher during meetings. Designated governors meet regularly with the special educational needs coordinator (SENCo) and subject leaders, to review provision and pupils’ progress.
- Governors’ oversight of safeguarding, and the wider care and personal development of pupils, is assiduous. Governors have a clear understanding of the importance of pupils’ well-being for their good progress. Governors closely monitor the impact of provision funded through the pupil premium, including the nurture provision and additional support for pupils during lessons. They also maintain close oversight of the additional government funding for sport to ensure best value is gained from this resource.
- Governors hold the headteacher firmly to account to ensure that teaching continuously improves. They ensure that teachers’ pay is linked directly to pupils’ outcomes. They support the headteacher well by ensuring that resources are readily available for staff support and training. In recent months, while frequent staff changes have been necessary in one class, governors have worked well with the headteacher to ensure the best continuity possible for the pupils.
- The arrangements for safeguarding are effective. The school’s policies and procedures meet requirements. Staff are fully trained and receive regular updates. A high proportion of leaders and staff are qualified in safeguarding requirements. All the staff asked by the inspector were fully aware of procedures and well-practised in using these. The school is a very safe place. The site is secure and well maintained. Visitors are closely monitored. All the necessary checks are carried out on staff before they start work in the school. Whenever necessary, leaders work well with external agencies such as social care; they advocate strongly for any pupil or family they judge to require this support. The local authority designated officer for safeguarding told the inspector how excellent he finds the work of the school’s leaders to be in safeguarding pupils. Pupils feel safe in the school. All the parents spoken to by the inspector, and all those responding to Ofsted’s online survey, Parent View, were confident this is the case.

## **Quality of teaching, learning and assessment is good**

- Teachers know the pupils well. They carefully consider pupils’ needs when planning teaching and pupils’ activities, so these are usually well suited to pupils’ needs. Good relationships between pupils and all the adults ensure a positive and encouraging atmosphere in all of the classrooms.
- Teachers’ good subject knowledge and continuing professional development ensure that pupils are taught reading, writing and mathematics well. Teachers’ systematic approach ensures that pupils make good progress, step-by-step, in all these areas. This includes in phonics (letters and the sounds which letters represent).
- Pupils are given ample opportunities to apply their mathematical and English learning in other subjects, for example by making graphs and charts when recording science findings, or when writing about an aspect of history. However, while some good examples were seen by the inspector, teachers do not give key stage 2 pupils regular opportunities to write deeply or at length about the topics they study.
- Teachers have developed reliable ways to assess pupils’ progress in the revised national curriculum. Helpfully, teachers regularly check the accuracy of their assessments with colleagues from other schools. However, in key stage 1 mathematics pupils are not consistently provided with opportunities to show clearly that they have mastered their learning in a topic before moving on.
- When they mark pupils’ work, teachers consistently apply the school’s policies. Pupils say that they value the comments and suggestions that teachers provide. However, while good examples exist, teachers’ feedback to the most able pupils, particularly in key stage 2, does not consistently challenge them to excel.
- Teaching assistants throughout the school provide purposeful and effective support for pupils’ learning. The inspector saw teaching assistants working effectively with pupils during lessons and away from the teacher. In some cases, teaching assistants provide highly skilled support, for example during nurture sessions or when working one-to-one with pupils who have special educational needs. Teachers usually provide very clear guidance to teaching assistants about how they are expected to help pupils learn.
- The SENCo ensures that pupils who have special educational needs and/or disabilities, and those supported by the pupil premium, receive the support and intervention which they need to succeed. Information from careful assessments, before and after support is given, helps the SENCo and teachers to match programmes precisely to pupils’ individual needs. This maximises pupils’ progress, leading to their good outcomes.

## Personal development, behaviour and welfare is good

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Led by the headteacher's relentless example, all the staff aim to promote pupils' welfare and, through this, their best possible achievement. Pupils know that they are cared for well. They enjoy school. One parent told the inspector that her child was disappointed that the school is closed at the weekend.
- Pupils' confidence is boosted by the quality of teaching and support they receive, and by their experiences of success. Pupils told the inspector how helpful the adults are 'when we struggle'. Opportunities to take responsibility, for example as a mini-governor, playground buddy or house captain, build pupils' leadership skills. Pupils follow the example of all the adults in caring for one another and showing each other respect.
- Supervision at playtimes is ample and attentive. Staff engage with pupils as they play, pre-empting any problems. Most staff are qualified first-aiders so this support is always close at hand. Helpful risk assessments are completed before any relevant activity, including for educational visits. The site manager conscientiously manages pupils' and parents' road safety at the start and end of the school day.
- Pupils' health and fitness is promoted well through the wide range of sporting and after-school activities. Breakfast club provides a calm and happy start to the school day for those who attend, with healthy food.
- Pupils are taught well how to keep themselves safe, including regarding the risks of social media. Pupils say that they do not experience bullying in school, but told the inspector they were confident adults would step in promptly to resolve any issues. Parents responding to Parent View were similarly confident. Leaders' records show that on the rare occasions when parents do raise any concern about bullying, these are promptly investigated and resolved.

### Behaviour

- The behaviour of pupils is good.
- Pupils behave well around the school. They show respect to all the adults and one another. Pupils warmly greet visitors, hold doors open for the adults and readily offer their help.
- Pupils' attendance is good, and much improved since the last inspection. Any remaining issues are the result of individual circumstances. The headteacher works well with parents and other agencies, for example the education welfare officer, to resolve any concerns and support improved attendance.
- There have been no exclusions at the school since the last inspection. This includes for pupils who have joined Brading Primary after being at risk of this sanction in their previous school. Some parents who spoke with the inspector were effusive about how much their children's behaviour has improved since joining the school, including their behaviour at home.
- Pupils behave well during lessons. They listen attentively to the teacher or teaching assistant, follow adults' instructions and work well with one another, as partners or in groups. While most pupils work hard, a small minority of more able pupils in key stage 2 do not consistently make the effort needed to produce the quality and quantity of work they are capable of.

## Outcomes for pupils are good

- Throughout the school, pupils make good progress, often from low starting points. In 2015, pupils in Year 6 achieved standards in reading, writing and mathematics which at least matched the national standards. Information held by the school indicates that a similarly positive picture is likely this year. Pupils are therefore prepared well for their transition to secondary school.
- Pupils also achieved well at the end of key stage 1 in 2015, when a greater proportion of pupils than nationally achieved the higher than expected levels in reading, writing and mathematics. A similar national comparison is not possible in 2016. However, the information held by the school, and verified by the local authority, shows that Year 2 pupils in 2016 made good progress in reading, writing and mathematics, when measured from their starting points at the end of the Reception Year.
- Pupils make good progress in phonics during Year 1, leaving only a very small minority of pupils to catch up in Year 2. Pupils' outcomes in the Year 1 national screening activity have risen year-on-year since this was introduced. The school's information indicates that outcomes in 2016 are likely to be well above the national average.
- Pupils supported by the pupil premium make good progress. Gaps between these pupils and others nationally were seen to be closing well at the end of key stage 2 in 2015. It is not possible to make this comparison yet for pupils in 2016. The gap between pupils supported by the pupil premium and others at the school is closing rapidly, including in key stage 1, where this gap widened in 2015.

- Pupils who have special educational needs make good progress due to the precise support and intervention they receive.
- The most able pupils make good progress, particularly in key stage 1. In key stage 2, this picture is more variable, linked to the levels of challenge in teachers' feedback to pupils about their work and to the quality of opportunities provided by teachers for these pupils to excel.

## Early years provision

is good

- Children typically enter the school with wide-ranging knowledge and skills. While some children are well-prepared for the opportunities of the Reception Year, others have special educational needs and/or disabilities, or emotional difficulties, which affect their capacity to learn. Children make good progress during the Reception Year. Information held by the school, and verified by the local authority, indicates that this year the proportion of children achieving a good level of development is likely to be greater than the national proportion in 2015 (the most recent national figure available).
- The adults ensure that teaching and activities are well suited to the children's needs and interests. Particular activities are planned to engage those pupils who are reluctant to learn, and to meet children's special educational needs. Purposeful activities are planned in all the areas of learning, with a keen focus on promoting children's interest and skills in reading, writing and mathematics. During the inspection, pupils were seen enthusiastically adding spiders' and beetles' legs, and writing potion recipes. This was linked to their earlier enjoyment of a story book about a witch.
- The children respond well to the teaching and care which they receive. They engage enthusiastically in practical activities inside the classroom and out-of-doors. During the inspection the children were operating a 'shop' to reinforce their recent learning about numbers and money. Attentive one-to-one support was very effectively helping individuals with special educational needs to explore scientific ideas about floating and sinking. The children behave well, learn to share and wait for their turn. They show respect to the adults and one another and take care with the equipment they use. The children are prepared well for the challenges and opportunities of Year 1.
- The small class size and attentive staff ensure that children's individual needs are met well. Children are kept safe and feel safe. All of the Reception Year parents who spoke with the inspector value the ready availability of staff and the warm welcome which they and the children receive every day. Children supported by the pupil premium are provided for well, so the gaps between their achievement and that of their classmates are closing.
- The headteacher's efficient oversight of the provision ensures that it continuously improves. The headteacher has rightly identified the need to further develop opportunities for children to improve their writing skills, throughout the provision. Close links with the pre-school provider based on the school's site ease the children's transition into school. This contact also supports increasingly accurate assessment of children's starting points when they join the Reception class.

## School details

<b>Unique reference number</b>	118182
<b>Local authority</b>	Isle of Wight
<b>Inspection number</b>	10012239

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

<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>	92
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sam Travis
<b>Headteacher</b>	Beverley Gilbert
<b>Telephone number</b>	01983 407217
<b>Website</b>	<a href="http://www.bradingcepri.iow.sch.uk">www.bradingcepri.iow.sch.uk</a>
<b>Email address</b>	<a href="mailto:admin@bradingcepri.iow.brading.sch.uk">admin@bradingcepri.iow.brading.sch.uk</a>
<b>Date of previous inspection</b>	18 March 2014

## Information about this school

- Brading CE Primary is a smaller-than-average sized primary school.
- The proportion of pupils known to be eligible for free school meals, for which the school receives additional funding (pupil premium), is well above the national average.
- The proportion of pupils from minority ethnic groups is below the national average. The proportion who speak English as an additional language is also below this figure.
- The proportion of pupils who have special educational needs and/or disabilities who are receiving school support is broadly double the national average. The proportion of pupils who have a statement of special educational needs or an education, health and care plan is also double the national figure. The majority of pupils who have special educational needs and/or disabilities are also supported by the pupil premium.
- There were only seven pupils in Year 6 in 2015. As a result, the government's current floor standards, which set out the minimum expectations for pupils' attainment and progress nationally at age 11, do not apply.
- Pupils attend Reception Year full time.
- The school meets requirements on the publication of specified information on its website.



## Information about this inspection

- The inspector observed teaching in all the classes with the headteacher, heard pupils read and looked at pupils' work in their books and on display.
- Meetings were held with the headteacher and other leaders, governors and staff. A telephone conversation was held with a representative from the local authority. The inspector met with the local authority designated officer for safeguarding.
- The inspector met with a group of pupils, observed playtime and lunchtime, visited the breakfast club, and talked with pupils and staff around the school. Forty-five responses to Ofsted's online pupil survey and 24 responses to Ofsted's online staff survey were considered.
- The inspector talked with parents at the start of both inspection days and met with two parents at their request. Six responses to Ofsted's online questionnaire (Parent View) were analysed, including five free-text comments provided additionally.
- A range of documents was examined including teachers' plans for pupils' learning, leaders' evaluations of the school's effectiveness and the school's improvement plans, documents on the school's website, governing body records and local authority reports.
- Checks were made of arrangements for keeping pupils safe and records of pupils' attendance and behaviour. The inspector scrutinised leaders' analysis of pupils' progress, and records of leaders' checks on teaching.

## Inspection team

Siân Thornton, lead inspector

Her Majesty's Inspector



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