

Inspection of a good school: Braishfield Primary School

Common Hill Road, Braishfield, Romsey, Hampshire SO51 0QF

Inspection date: 7 March 2023

Outcome

Braishfield Primary School continues to be a good school.

What is it like to attend this school?

Pupils enjoy attending this caring and happy school. They achieve well and feel safe. There is a strong sense of community. The school's learning values of 'inquisitiveness, independence, collaboration and resilience' underpin how pupils approach their learning.

All staff have high expectations of pupils and their behaviour. Staff apply these expectations consistently. Pupils feel able to learn without disruption. They feel listened to by staff. Pupils are polite, considerate and kind to each other. Incidents of bullying are rare. Comprehensive records show that when it does happen, adults deal with it promptly and effectively.

Pupils enjoy the wide range of opportunities that the school offers. They benefit from swimming and 'bikeability' sessions in every year group across the school. As a result of these activities, they learn how to keep themselves and others safe.

Parents and carers are positive about the work of the school. They appreciate the care and support their children get in this small village school. A typical comment from a parent was, 'I can honestly say this school has given our children the best start we could have wished for.'

What does the school do well and what does it need to do better?

Leaders have designed a curriculum that reflects their high aspirations for all pupils, including pupils with special educational needs and/or disabilities (SEND). This starts in the early years with carefully planned lessons that children enjoy. No time is wasted in Reception, with every moment used to practise what children have been taught. In most subjects, leaders have organised the curriculum so that pupils' learning builds on what they know already in well-ordered steps as they move through the school. However, in a

small number of subjects, leaders have not yet identified the important knowledge that pupils should learn precisely enough. In these subjects, pupils' understanding does not build as well as it could.

Teachers understand the subjects they teach well. They use their expertise to provide clear explanations for pupils. Teachers revisit earlier learning routinely to ensure that pupils' knowledge is secure. Teachers use questioning and other means to identify any pupils who are struggling with their learning quickly. They use this information to adapt planning so that gaps in pupils' learning are closed. As a result, pupils learn well and remember what they have been taught.

Teachers and teaching assistants know how to support pupils with SEND so they can take part in the same learning as other pupils. Staff receive helpful training that enables them to identify the needs of pupils with SEND. Teachers work flexibly to allow pupils to revisit any learning they are not sure about. Leaders work effectively with governors to review the quality of provision for pupils with SEND. As a result, pupils with SEND achieve well.

Leaders prioritise reading. They want pupils to develop a love of reading and become fluent, confident readers. The 'Guess the Staff Bookshelf' and three book clubs run by the headteacher contribute towards the high profile of reading in the school. Children learn the sounds that letters represent right from the start of Reception. Teachers are skilled at teaching reading and introduce new sounds to pupils in a logical order. Staff ensure that pupils' reading books are closely matched to the letter sounds that pupils are learning. This helps them to become confident readers quickly. Leaders keep a check on how well pupils know and remember sounds. Staff provide extra support for those pupils who fall behind.

Pupils approach their learning enthusiastically. They behave well in lessons and around the school. Staff help pupils to become responsible members of the community. Activities such as 'Junior Road Safety Officers', 'Keeping my Friend Safe' and 'buddies' between year groups result in pupils who know how to be kind and thoughtful to others.

Pupils have many opportunities to develop personal qualities and take on responsibility. They learn how to respect each other and make positive contributions to their local community. For example, they take part in enterprise activities to raise money, meet and question their member of parliament and help in the local village shop.

The school is led and managed well. Staff well-being is important to leaders. They make sure that staff feel listened to and regularly seek feedback from them. Workload for staff is manageable, and staff appreciate this. Governors support leaders well and know the strengths and next steps for the school.

Safeguarding

The arrangements for safeguarding are effective.

Staff are vigilant to any signs that pupils may be at risk of harm. Staff receive regular safeguarding training. They follow well-established recording and reporting procedures if they have a concern. Leaders have built strong relations with families and outside agencies to ensure that all children receive any support needed. Those responsible for governance make regular checks on safeguarding arrangements.

Pupils have a secure awareness of how to keep themselves safe. They learn how to stay safe online, as well as learning about road and fire safety. They know the importance of reporting any concerns to adults.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders' work to refine the curriculum is not complete. In a few foundation subjects, this means pupils do not make effective links between previous and current learning. Leaders should continue to develop the sequencing of knowledge and vocabulary in all subjects.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually, this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in June 2013.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	115866
Local authority	Hampshire
Inspection number	10256483
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	102
Appropriate authority	The governing body
Chair of governing body	Graham Moore
Headteacher	Jim Cascarini
Website	www.braishfield.hants.sch.uk
Date of previous inspection	10 December 2020, under section 8 of the Education Act 2005

Information about this school

- This is a smaller-than-average primary school.
- The school does not currently use alternative provision.
- There is a breakfast club and after-school club run on site by the school.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- During the inspection, the inspectors held meetings with the headteacher, senior leaders including the special educational needs coordinator and members of the governing body, including the chair of governors. They also spoke with a representative of the local authority.
- The inspectors carried out deep dives in early reading, mathematics and physical education. This involved talking to leaders, visiting lessons, talking to pupils and

teachers and looking at samples of pupils' work. They also observed pupils reading to a familiar adult.

- The inspectors observed pupils' behaviour at lunchtime and during lessons. They also talked to pupils about their views on the school.
- The inspectors considered the responses to Ofsted's parent questionnaire, Parent View, including the free-text responses. They also considered responses to Ofsted's online surveys for pupils and staff.
- The inspectors checked leaders' safeguarding procedures. They scrutinised a range of safeguarding documents and considered how safeguarding incidents are managed and recorded.

Inspection team

James Munt, lead inspector

Ofsted Inspector

Judith O'Hare

Ofsted Inspector

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