

Bromesberrow St Mary's C of E (Aided) Primary School

Albright Lane, Bromesberrow, Ledbury, HR8 1RT

Inspection dates

8 – 9 January 2014

Previous inspection:	Good	2
This inspection:	Good	2
Achievement of pupils	Good	2
Quality of teaching	Good	2
Behaviour and safety of pupils	Good	2
Leadership and management	Good	2

Summary of key findings for parents and pupils

This is a good school

- Pupils' progress and achievement are good throughout the school.
- Teaching is consistently good and teachers and teaching assistants work closely together to plan lessons that are exciting and memorable.
- In this small school, with mixed age classes, each pupil is known individually and their personal needs are catered for well.
- The headteacher and governors provide strong, effective leadership and management and have high expectation to see the school improve further.
- The school is very much at the heart of its community and is valued by parents and carers for all that it provides.
- Pupils are encouraged to take part in a wide range of activities beyond the classroom and these ensure they are well prepared for the next stage of their education.

It is not yet an outstanding school because

- The proportion of outstanding teaching is not high enough because in a few lessons pupils could learn at a faster pace.
- Subject coordinators are not fully involved in monitoring teaching and learning across the school.

Information about this inspection

- The inspector and headteacher observed six lessons together. The inspector also saw pupils' learning across a range of other subjects.
- The inspector talked to parents and carers before the start of school and also at points during the school day. She took account of the 12 responses to the Ofsted online questionnaire, Parent View, and the nine returns submitted by staff in the staff questionnaire.
- The inspector examined carefully pupils' work in different subjects, including English and mathematics, and talked with pupils in all classes about their work and their views about school.
- The inspector met with the headteacher, the senior teacher and other staff as well as members of the governing body. She also met an officer from the local authority to explore aspects relating to leadership and management of the school and how these impact on pupils' attainment and progress.
- The inspector looked closely at a range of documentation including the school's tracking data and the monitoring of teaching and learning and minutes of governing body meetings, along with those relating to safeguarding, behaviour and attendance.

Inspection team

Marion Hobbs, Lead inspector

Additional inspector

Full report

Information about this school

- This is a much smaller than average school serving a rural community on the borders of Gloucestershire, Herefordshire and Worcestershire.
- Most pupils are of White British heritage and there is a sizeable group of Romany Gypsy Traveller pupils who attend the school.
- The proportion of pupils supported by the pupil premium is below average. This is additional government funding for looked-after children, those eligible for free school meals and those with a parent in the armed forces.
- The proportion of disabled pupils and those who have special educational needs supported at school action is higher than the national average. The proportion supported by school action plus or with a statement of special educational need is again above the national average.
- The school holds the Healthy Schools Award and is proud of its outdoor facilities, such as the Forest School and the school allotment that harvests produce to use in Food Technology sessions.
- The Friends Association works closely with teaching staff to provide a stimulating range of additional activities that support pupils' wider development and understanding.
- The school meets the government's current floor standards, which set out the minimum expectations for attainment and progress.

What does the school need to do to improve further?

- Improve teaching to outstanding by:
 - developing teachers' ability to provide the right level of challenge for different pupils so that they make rapid progress in all subjects.
- .Involve subject leaders more effectively in monitoring teaching and learning to make sure pupils are learning enough.

Inspection judgements

The achievement of pupils

is good

- The skills, knowledge and understanding pupils have when they join the school at the start of the Reception year vary considerably. Small cohort numbers each year and good teaching means that every pupil is well understood as an individual and helped to make good progress in readiness for Key Stage One, including their understanding of letters and sounds and number.
- This individual and tailored support continues throughout the school with each pupil benefiting from care and guidance that helps them to achieve their best. 'It's great', said a Year 5 boy, 'you can ask anyone anything and they help you sort it out'.
- The school can demonstrate through its achievement information over time that all pupils, including those who are disabled or who have a statement of special educational need, make at least expected rates of progress in reading, writing and mathematics. This includes those pupils who are eligible for the pupil premium who progress at a similar rate to, and attain as well as other pupils.
- Progress in lessons is good. Pupils are encouraged to explore activities for themselves but they know that an adult is always close by to provide support should they need it.
- Attainment for these small groups over time is broadly average in reading, writing and mathematics at both Key Stage One and Key Stage Two.
- Pupils read with confidence and enthusiasm. The school library is currently being refigured as a whole school resource but class libraries are well stocked with a wide range of attractive fiction and non-fiction texts.
- All pupils develop their social skills well, partly in the mixed age classes where they work together and through the wide range of after school activities they attend. This means that pupils are prepared as much as they can be for the next stage of their education.

The quality of teaching

is good

- Teaching is good across the school and this supports pupils' progress. It is not yet outstanding because in a few lessons work does not provide the right level of challenge for some pupils.
- Teaching is well planned in all classes. Topics and lessons are stimulating and interesting and all pupils are fully engaged and enthused by their learning. Years 4, 5 and 6 explored the Second World War through both extended writing relating to a soldier's real-life personal experience as well as practical art work in creating silhouette paintings of the London Blitz.
- Teachers and teaching assistants have high expectations and good subject knowledge. Their questioning and the positive relationships between adults and pupils promote good behaviour for learning which in turn supports all pupils' good rates of progress.
- Teaching and pupils' progress is monitored closely by the headteacher. Appropriate interventions are put in place swiftly to support any pupil identified as being at risk of underachieving. Pupil premium funding is deployed effectively to provide additional support in reading, writing and mathematics.
- Assessment across the school is regular, accurate and shared by the teaching staff. Pupils benefit from comment marking that helps them understand what they need to do in order to improve their work further.
- Homework is set regularly in all classes and links to learning in lessons; consequently, it promotes consistently good achievement. Parents and carers speak very positively about the way the school helps their children to learn.

The behaviour and safety of pupils are good

- Pupils are eager to learn, enjoy all that they do at school and talk confidently about their work.
- The school has a calm, positive atmosphere, underpinned by the Christian ethos that supports its work. Daily assemblies and the system of values that are well understood by all pupils help them to develop their moral and spiritual understanding.
- The behaviour of pupils is good. Disruption of any kind in lessons is very rare and should it occur it is managed swiftly and appropriately by adults.
- Staff and parents and carers are all highly positive about the school and all that it does for its pupils. Two parents made an especial effort to speak to the inspector personally to convey their thanks for how the school is helping their children develop not just their academic skills but equally important social and emotional skills as part of learning for life.
- There are very few incidents over time relating to any form of bullying and none related to racist incidents. Pupils are confident that bullying is not an issue at their school.
- The school's work to keep pupils safe and secure is good. Pupils understand how to keep themselves safe in a range of situations, including those related to e safety.
- The Gypsy Roma pupils are well integrated into the school as a whole. The headteacher and staff work closely with the traveller community to encourage good rates of attendance that impact in turn on pupils' achievement.

The leadership and management are good

- The headteacher and governing body communicate high expectation and drive to see the school improve further.
- All leaders and managers, including governors, interrogate attainment and progress data regularly to support improvement in pupil outcomes. Each pupil is known as an individual and interventions are targeted effectively.
- Systems are in place to check on the quality of teaching across the school, although subject leaders are not fully involved in monitoring teaching and learning across the school. The management of teachers' performance is robust and aligned to the school development plan. Teachers' progression in terms of pay is linked to the Teachers' Standards and built into this cycle.
- The school's view of its own performance is accurate. The local authority is confident that the school provides a good standard of education for its pupils and has supported the school well in terms of leadership and management in providing training for the acting headteacher to fulfil her role.
- The topic-based curriculum is rich and varied and constantly reviewed by all staff. This ensures that literacy and numeracy skills are threaded carefully through the range of experiences pupils encounter along with additional spiritual, moral, social and cultural learning.
- Good links with external partners mean that support for any potentially vulnerable pupil is managed swiftly and sensitively. Families are known individually and support is readily available for any kind of need.
- The school is making effective use of the government's additional primary sports funding. All pupils are taught to swim and close links with a local secondary school ensure both training for teachers to develop their skills as well as opportunities for pupils to participate in a range of competitive sports with other local schools, for example cross country and tag rugby.

■ The governance of the school:

- The governing body are all fully committed to ensuring the best education possible for all

pupils. They have a clear strategic vision for the school's future. They monitor the school's work closely with the headteacher providing robust support and challenge at all levels. Governors take advantage of training to help them fulfil their roles effectively from both the local authority and the Tewkesbury District Partnership. They manage the school's finances effectively, including the deployment of pupil premium funding and sports funding. Governors immerse themselves as much as possible in the daily life of the school and, through the 'Governor of the month' cycle, regularly visit classes and observe the school's work in action.

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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	115675
Local authority	Gloucestershire
Inspection number	430545

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

Type of school	Primary
School category	Voluntary Aided
Age range of pupils	4 – 11
Gender of pupils	Mixed
Number of pupils on the school roll	51
Appropriate authority	The governing body
Chair	Mrs Carol Davis Terry
Headteacher	Laura Hankins
Date of previous school inspection	17 – 18 January 2012
Telephone number	01531 650340
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