

Tribal Education  
1-4 Portland Square  
Bristol  
BS2 8RR

T 0300 123 1231  
Text Phone: 0161 6188524  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

**Direct T** 0845 123 6001  
**Direct F** 0845 123 6002  
**email:** sarah.cartlidge@tribalgroup.com



26 January 2011

Mrs E Chirgwin  
The Headteacher  
Bream Church of England Primary School  
High Street  
Bream  
Lydney  
Gloucestershire  
GL15 6JW

Dear Mrs Chirgwin

### **Ofsted monitoring of Grade 3 schools: monitoring inspection of Bream Church of England Primary School**

Thank you for the help which you and your staff gave when I inspected your school on 25 January 2011, for the time you gave to our phone discussions and for the information which you provided before and during the inspection. Please thank the governors and the school council pupils who came to discuss the school with me.

As a result of the inspection on 19 and 20 November 2009, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

A new substantive headteacher joined the school in April 2010. Currently, two teachers are on leave and two classes have supply cover. A newly qualified teacher started in September 2010. The deputy headteacher and teacher in charge of special needs are both part time. The school is in the final planning stages of a building project to remove an isolated temporary classroom and incorporate a new class within the main building. The early years outdoor area is also being redesigned.

Having considered all the evidence I am of the opinion that at this time the school has made satisfactory progress in making improvements and has made satisfactory progress in demonstrating a better capacity for sustained improvement.

Pupils who left Year 6 in 2010 reached broadly average standards, which represented an improvement on the previous year. The current Year 6 are presently still below the expected level of attainment. The school has taken sensible action to try to redress this legacy of previous underachievement. An extra part-time teacher enables pupils to be taught in small groups of similar ability in mathematics and in small, but different, mixed groups for English. Many also receive individual tuition.

September 2010



Some potentially higher attaining pupils have also been offered additional tuition to give them a chance to fulfil their full potential.

Pupils' progress in other classes is still variable. Year 5 pupils are making good progress and taking increased responsibility for their learning as they regularly evaluate their progress against their targets and the careful steps set for them in lessons. Marking in this class is exemplary and pupils appreciate all the feedback they get. Other pupils understand their responsibility to alert the teacher if they do not understand something. Progress in the Early Years Foundation Stage is satisfactory, children have sufficient opportunities to make choices about activities both indoors and outside. Reception class staff extend the children's thinking and they are not generally as overly directive as was noted at the last inspection. Children share their ideas and enthusiasm and the curriculum is adapted to include their interests. They were enjoying learning about the Chinese New Year during the inspection.

While most pupils behave well, a few older boys have given a cause for concern. The school used exclusions as a 'short sharp lesson' in the autumn. None has been used this term. There has been useful training on behaviour management for classroom staff and they are now reviewing the school's behaviour policy prior to their final training session. During the inspection lunchtime supervisors indicated they would value a similar training session and this has been arranged.

Teaching is at least satisfactory in all classes, including those taught by temporary staff. A good lesson was seen where teaching was honed to match the exact needs of able Year 6 mathematicians. In the other group, for those who find the subject harder to grasp, the active role play on 'going to the sales' and dealing with 20% reductions helped them better understand these types of calculations. A few lessons lacked sufficient attention to the exact pace at which different groups could move on. So, some pupils were inclined to 'coast along' and not make full use of their learning time. The more creative curriculum introduced recently is leading to enhanced pupil achievement and successfully engages boys as they especially like the themes and the extra time they are given to pursue such diverse topics as Ancient Greeks, Space and Africa. The visit to the Bristol Science Museum also helped pupils to have a 'hands on' experience and to see a contrasting environment to Bream. The school has achieved a Global Award, indicating it is helping pupils learn more about the wider world.

The school leadership still rests largely with the headteacher and the part-time deputy. However, the new headteacher has successfully involved the whole staff in striving to achieve the best possible outcomes for all pupils. The leader of the special educational needs and disability programmes diligently checks on these pupils' attainment and progress. Their programmes are appropriately adjusted to aid their progress. Monitoring of each class' performance is rigorous and teachers are held accountable for the progress of all their pupils. Teachers are increasingly confident in using the school's performance data for this purpose. Mathematics is especially

closely monitored and the impact of the improvement strategies is regularly evaluated. The mathematics leader is a strong role model for newly appointed leaders of other subjects. The governors each visit and monitor a subject and the overall curriculum. They give the school strong support and are well informed. They assist the head and deputy with the complex staffing decisions. They are aware of the need to keep a close watch on the management of the building project so the head has time to maintain the focus on raising standards further. They support the headteacher very well; whereas the external mentoring programme has not been of the standard the profession now requires.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Mo Roberts

**Her Majesty's Inspector**

## Annex

### **The areas for improvement identified during the inspection which took place in November 2009**

- Accelerate pupils' progress by giving them greater responsibility for their own learning by:
  - ensuring children in Reception have more opportunities to make their own choice of activity
  - making learning less dominated by adults
  - improving the consistency of pupils' opportunities to write about their own progress.
- Give school leaders greater responsibility for checking school performance and measuring the impact of improvement strategies on pupils' attainment and progress.
- Develop a curriculum that:
  - increases the creativity of all pupils, especially boys
  - provides good opportunities for pupils to learn about different societies outside Bream.