

Bramley Church of England Primary School

Inspection report

Unique Reference Number	116278
Local Authority	Hampshire
Inspection number	357930
Inspection dates	19–20 October 2010
Reporting inspector	Gehane Gordelier HMI

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	390
Appropriate authority	The governing body
Chair	Sarah Hodnett
Headteacher	Ann Berresford
Date of previous school inspection	15 October 2009
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The 12 teachers and 14 part lessons were observed as well as an assembly. Meetings were held with representatives from the governing body, the School Improvement Partner, staff and pupils. There were also informal discussions with parents and carers and pupils. Inspectors looked at the school's work; they scrutinised documents associated with safeguarding procedures and school self-evaluation, examined data and information about pupils and looked at samples of work from all year groups. They also scrutinised improvement plans as well as planning for lessons and the curriculum. Minutes from meetings held by the governing body and monitoring and evaluation reports produced by senior leaders as well as the local authority were also looked at. Inspectors took account of the views of 94 pupils and 18 members of staff who had completed questionnaires, as well as the content of 135 questionnaires that had been completed and returned by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

The progress the school has made since its previous inspection particularly in improving safeguarding procedures, provision in the Early Years Foundation Stage, raising pupils' achievement in mathematics and in implementing more rigorous systems to monitor the impact of plans and policies, so that weaknesses are swiftly identified and action taken.

The effectiveness with which the school is helping to raise the attainment of writing especially for boys.

The effectiveness with which the school is helping to improve the quality of teaching and learning.

Information about the school

The school is larger than the average primary school. The proportion of pupils known to be eligible for free school meals is well below the national average. The vast majority of pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is lower than average but the number with a statement of special educational needs is broadly average. The school's work has been recognised through Healthy School Status and the Activemark, amongst other awards. There is a breakfast club and an after-school club on site; both are run by a private company and subject to a separate inspection. Most of the pupils in the Year 6 class, along with some of the school staff including the deputy headteacher, were not at the school at the time of the inspection. This is because they were on a performing arts residential visit to Stratford-upon-Avon. The school appointed a new Chair of the Governing Body at the beginning of this academic year.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

The previous inspection made the school subject to a notice to improve because significant improvement was required in relation to safeguarding procedures.

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. With the support from the local authority, the headteacher and governing body have worked effectively to ensure that safeguarding procedures are now good.

This is a satisfactory and improving school. School leaders and the governing body are developing their roles well and this is leading to more rigorous systems of monitoring and accurate self-evaluation. Children in the Early Years Foundation Stage now have full access to learning both inside and outside. Staff have been appropriately trained in first aid. Pupils' good behaviour in and around the school contributes to them feeling safe. During the inspection pupils said they were confident that any disputes or bullying issues would be dealt with by staff. They demonstrate a good understanding of how to keep themselves healthy and appreciate the school's common sense approach to what they should and should not have in their packed lunches. Pupils work well together. All have good opportunities to take on responsibilities such as acting as playground buddies and helping out at lunch time. The school ensures a high level of care, support and guidance, particularly for the most vulnerable pupils, including those with medical and special educational needs and/or disabilities.

Pupils enjoy their lessons, particularly when they are provided with exciting and practical activities, such as younger pupils identifying things that are longer or shorter than a metre and older pupils learning about space and astronomy. The quality of teaching and learning is satisfactory. There is some good practice, but not enough of it to ensure that pupils make consistently good progress throughout the school. Planning of lessons does not always cater for the needs of all pupils as well as it should, especially for the more able pupils. Also, teachers do not all make sufficient use of assessment strategies in lessons to check pupils' progress and to ensure that all are making the progress of which they are capable. Teachers appreciate the support provided by additional adults, but do not always provide them with the guidance to make sure that those who are less experienced and knowledgeable can add sufficient value to pupils' learning.

Standards are generally rising, but not quickly enough in writing and particularly for boys. This is because there are insufficient strategies to engage the interest of boys in writing activities, such as the lack of opportunity for them to use information and communication technology (ICT) in class-based lessons. The teaching of letters and sounds is not sufficiently rigorous or systematic for the younger pupils, and there are not enough opportunities for older pupils to write across the curriculum. Despite the improvements made to the Early Years Foundation Stage, children do not yet make good progress

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because the quality of teaching is inconsistent and planned activities do not always fully cover the six areas of learning for this age group.

The stronger and more effective governing body and leadership team now have a better awareness of the school's strengths and weaknesses. Given also the clear improvements made since the last inspection this means that the school has a satisfactory capacity for sustained improvement.

What does the school need to do to improve further?

- Raise attainment in writing, especially for boys, by:
 - providing regular, planned opportunities for pupils to practise and consolidate their writing skills across the curriculum
 - ensuring that the teaching of letters and sounds is systematic and rigorous
 - developing strategies to interest and engage boys in their writing work, including more use of ICT.
- Improve the quality of teaching and learning so that at least 70% of lessons are good or better by November 2011, by:
 - ensuring that planning and lessons cater for the different needs of all ability groups, but particularly the more able pupils
 - making better use of assessment strategies during lessons to accelerate learning
 - ensuring that all support staff have a good understanding of how they can add value to pupils' learning.
- Improve the quality of provision in the Early Years Foundation Stage by ensuring that:
 - planning includes a sharper focus on all six areas of learning
 - staff all have a good understanding of how to develop children's learning in both directed and child-initiated activities in the outside areas as well as in the classroom
 - the quality of teaching and learning across the shared areas is of a consistently high standard.
- Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Pupils enjoy coming to school and learning. Levels of attainment seen in pupils' books and lessons during the inspection were broadly average, and their learning and progress were satisfactory overall. Pupils make better progress in Key Stage 2 than Key Stage 1 because expectations are generally higher. Where learning and progress are at their best, pupils have a clear understanding of what is expected of them and how to proceed. They also know how to progress to the next steps in their learning. Pupils with special educational needs and/or disabilities make varying progress depending on the quality of additional

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support they receive. For example, learning support partners sometimes encouraged pupils to build on what they already knew to develop new knowledge understanding and skills. However, at times the learning support partners told pupils what to do or did their work for them, and so added little value to pupils' learning. Standards have risen in mathematics and science, and the latest Year 6 results were above average. However, the progress pupils make in their writing is limited because there are too few opportunities for pupils to write at length and boys in particular are not always engaged in their literacy work.

Pupils develop a good awareness of how to be safe and healthy, for example by learning about the importance of sport, eating healthily and dental hygiene. Pupils also contribute to keeping themselves and others safe; they take turns, under the watchful eye of the site manager, at locking the school gates. The school council has a strong voice; the members were very involved in the planning of the adventure playground. Pupils learn about their rights and responsibilities as citizens and some wrote to their local Member of Parliament to complain about the state of the pavement and road by the school when the weather is wet and icy. Pupils take part in a range of local events, and last year they won first prize in a local drama production about caring for the environment. Pupils have a good understanding of right and wrong and their social development is good, although their knowledge of other cultures and faiths is less well developed. On the very few occasions when behaviour is less than good, this is usually because adults do not intervene soon enough when behaviour becomes a bit too boisterous, such as when pupils are play fighting at break times.

The school is working hard with parents to reduce levels of absence. However, there are still some pupils who are taken on holiday when they should be at school.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Many teachers make good use of visual aids such as flash cards and big books to engage and motivate pupils. Some, but not all, make effective use of the computerised 'smart boards' to demonstrate new learning in a colourful and interactive way. For example, some pupils in Year 2 were learning how to construct a bar graph and this had been modelled by the teacher on the smart board to help the pupils grasp this new mathematical concept. Many teachers provide good opportunities for pupils to share and discuss ideas and to use practical resources to support them when needed. However, there is a lack of consistency in the school in the application of such useful strategies. In the less successful lessons, there is not enough guidance to ensure pupils all understand what is expected of them. Pupils make the least progress in lessons where teachers do not check well or regularly enough pupils' understanding or progress. This slows the pace of learning and, as a result, pupils who are capable of doing more are left unchallenged. Some basic writing skills are also not well reinforced and key words are often not displayed or sufficiently well explained. There are some examples of good marking, but it is inconsistent and all too often does not identify the next steps in learning. Some pupils' workbooks include too many dull and uninspiring worksheets.

Cross-curricular links are developing and this helps to put learning into a more meaningful context. However, there are still too few opportunities for pupils to write and there are missed opportunities to include material that is of particular interest to boys. The

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curriculum is enhanced by visitors to the school and visits out of school that are usually linked to topic work. Pupils enjoy their topic work and the parents are informed about what is being taught on a termly basis. Pupils say they learn a lot during the annual Healthy School week, such as how to stay safe and protect themselves from cyber bullying. The quality of care, guidance and support provided is a strength of the school. Furthermore, strong induction procedures ensure a smooth transition into school and across year groups. Staff take time to help pupils with emotional and behavioural needs to learn to understand and manage their emotions and behaviour in a supportive and nurturing way.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Staff share a clear understanding of what the school needs to do to improve. Some middle leaders are now working more effectively in supporting the school's efforts to drive and embed improvements, especially those responsible for leading mathematics, English and assessment. Good support from the local authority has enabled these leaders to develop their roles well and to do more than just manage their area of responsibility. As a result, senior and some middle leaders have a more accurate view of how well the school is performing. Pupils at risk of underachieving are now identified for additional support more rapidly. This has particularly helped to raise standards in mathematics. However, the quality of action planning is variable and does not always include success criteria that can be measured. Furthermore, these plans do not always clarify the intended benefits to pupils. Senior leaders are successfully eradicating inadequate teaching, and regular monitoring of the quality of teaching and learning is used well to support staff and to help improve the quality and impact of the school's work. However, monitoring does not always focus enough on the progress made by pupils of differing abilities or on their levels of attainment. This is limiting the impact that leaders and managers are having on improving the quality of teaching.

Some parents and carers provide additional, valuable support in school. The school has provided workshops for them, for example about how to support their children with reading. However, leaders recognise that communications with parents and carers are not yet fully effective.

The governing body has reviewed its roles and responsibilities and restructured committees. It already holds the school more closely to account through good use of questioning, and this is helping it to monitor and evaluate the effectiveness of school policies and practice. However, it does not yet reach out enough to seek the views of

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staff, pupils, or their parents and carers. The governing body and senior leaders have worked very effectively together to ensure the effectiveness of safeguarding procedures. This includes detailed risk assessments, regular safety checks and ensuring that procedures are followed and policies are fully implemented and kept up to date.

Leaders and managers monitor the effectiveness with which the school promotes equality of opportunity through its monitoring, discussion with pupils and scrutiny of data and pupils' work. As a result, all pupils have the opportunity to participate in a range of activities such as taking on responsibilities and helping out around the school.

The school undertook an audit of its local community and has produced a helpful policy and plan as a result. While this has enabled the school to help pupils to develop a strong sense of identity, both within school and local community, it has also highlighted shortcomings in terms of first-hand experiences for pupils to develop a better understanding of the wider United Kingdom and global communities.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children settle quickly and happily when they begin school in the Reception year. This is because of good transition arrangements that help parents, carers and children feel confident and well supported. The school is developing links with the numerous pre-school settings so that children arrive at the school as well prepared as possible to progress with their learning and development. Children make satisfactory progress given their starting points. The new outdoor area has already started to contribute to children's physical and creative development. Children make the most progress in their personal development and in their communication, language and literacy. They also do well in mathematics and in their dispositions and attitudes, but make the least amount of progress in their creative development and particularly their writing. Staff provide children with a wide variety of

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exciting activities and opportunities to learn and play. However, there are a few weaknesses that limit the effectiveness of the work in this part of the school. The quality of teaching and learning is inconsistent, planning does not always provide sufficient guidance to all staff about how they can support and enhance children's learning, and the limited structure and routine is at times unhelpful. Some of the most able children are not stretched sufficiently and the teaching of letters and sounds does not encourage children to make sufficient links between the skills they are developing in reading and the development of their writing skills.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Most parents and carers are happy with their children's experience at the school and say their children enjoy school. A large majority believes the school keeps their children safe and helps their children to have a healthy lifestyle. A small minority does not believe the school helps to support them with their children's learning or that their children are making sufficient progress. They also do not feel the school deals effectively with unacceptable behaviour and does not take sufficient account of their views and suggestions. The school has a range of strategies, including information for parents and workshops, to help support parents and carers with their learning. However, it has yet to develop sufficient ways of gathering parental views and taking them into account so that such concerns, including the possible need for more guidance, can be looked into and improved. The vast majority of pupils were very well behaved during the inspection. The inspectors looked at the school's records and logs to see how well any previous incidents had been recorded and resolved. Inspectors found that the school deals satisfactorily with unacceptable behaviour, and that there are examples of very good practice in supporting pupils with emotional and behavioural needs. However, not all staff share the responsibility of helping to manage behaviour in and around the school equally well.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bramley Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 134 completed questionnaires by the end of the on-site inspection. In total, there are 390 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	72	53	53	39	9	7	0	0
The school keeps my child safe	55	41	68	50	9	7	2	1
My school informs me about my child's progress	35	26	81	60	13	10	2	1
My child is making enough progress at this school	32	24	67	50	22	16	6	4
The teaching is good at this school	38	28	65	48	20	15	3	2
The school helps me to support my child's learning	39	29	66	49	24	18	4	3
The school helps my child to have a healthy lifestyle	49	36	78	58	4	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	41	30	68	50	10	7	2	1
The school meets my child's particular needs	40	30	67	50	18	13	6	4
The school deals effectively with unacceptable behaviour	33	24	59	44	20	15	17	13
The school takes account of my suggestions and concerns	347	27	51	38	26	19	9	7
The school is led and managed effectively	41	30	56	41	13	10	11	8
Overall, I am happy with my child's experience at this school	45	30	71	53	15	11	2	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



21 October 2010

Dear Pupils

Inspection of Bramley Church of England Primary School, Bramley RG26 5AH

Thank you for being so friendly and welcoming when my colleagues and I came to inspect your school recently. We enjoyed our discussions with you, and were very interested in your views as well as those of your parents and carers and the staff. We were impressed with the work the older pupils have been doing in science about space and astronomy. I particularly enjoyed observing pupils in Years 5 and 6 talking to those of you in Stratford-upon-Avon using the webcam link. We have decided that your school no longer needs a notice to improve because it is providing you with a satisfactory education. These are some of the best things about it.

The behaviour of most of the pupils in the school is good.

You have made a lot of progress with your mathematics, and last year the Year 6 results in mathematics and science were better than in most schools.

You have a good understanding of how to stay safe and lead healthy lifestyles.

You make a good contribution to your school and the local community.

The school takes good care of you and keeps you safe.

To help your school to become even better, we have asked those responsible for leading, managing and governing the school to make the following improvements.

Help you to improve your writing, particularly the boys.

Help to make teaching even better throughout the whole school, and ensure that those of you who sometimes find lessons too easy are provided with enough challenge.

Make sure that teaching and learning are as good as they can be for the youngest children in the school.

You can help your school by continuing to be good in school, working hard and always coming to school when you are supposed to. I wish you all the best for the future.

Yours sincerely

Gehane Gordelier

Her Majesty's Inspector

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