

Brockhampton Primary School

Inspection report

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|--------------------------------|----------------------|
| Unique Reference Number | 116657 |
| Local Authority | Herefordshire |
| Inspection number | 358000 |
| Inspection dates | 15–16 September 2010 |
| Reporting inspector | Clive Lewis |

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

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|--|--|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 121 |
| Appropriate authority | The governing body |
| Chair | James Hawkins |
| Headteacher | Matthew Land |
| Date of previous school inspection | 31 October 2007 |
| School address | Brockhampton Bringsty, Worcester WR6 5TD |
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited nine lessons, observed six teachers and held meetings with governors, staff and groups of pupils. They observed the school's work and looked at a sample of pupils' books, teachers' planning documents, tracking and assessment data, and they analysed questionnaires from 50 parents, 77 pupils and 12 staff.

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

- the quality of teaching and provision in Key Stage 1
- the quality of the school's new assessment and tracking systems
- provision for the outdoor curriculum in the Early Years Foundation Stage.

Information about the school

This is a smaller than average primary school. The proportion of pupils known to be entitled to free school meals is below average as are the proportions of pupils from minority ethnic groups and those who speak English as an additional language. The proportion of pupils identified with special educational needs and/or disabilities is above average and one pupil has a statement of special educational need. Mobility of pupils is very high and, although threats of closure in 2007 had a significant effect on the roll, it is now steadily increasing. The school has achieved Healthy Schools status and the Eco Schools award.

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?**2****The school's capacity for sustained improvement****2**

Main findings

Brockhampton is a good school which has improved under the strong and purposeful leadership of the headteacher. With the effective support of a committed governing body and staff team, he provides a very clear sense of direction and a great sense of enthusiasm and determination clearly linked to school improvement. The school is a warm community with an excellent family atmosphere that welcomes every pupil. Parents are extremely supportive of the school. One parent, typical of many, commented: 'There is a real sense of purpose and a positive vibe all round and every time we enter the school we are surrounded by helpful staff and happy, polite pupils - fantastic!'

Children get off to a good start in the Early Years Foundation Stage and make good progress. Planning, provision and resourcing for both the indoor and outdoor curriculum is good and as a result, children have a good range of opportunities to develop their independent learning skills. Throughout the school all groups of pupils, including those with special educational needs and/or disabilities, make good progress in their time in school. Although the relatively small year groups mean that standards can vary from year to year, standards in the latest published national tests at Year 6 were significantly above the national average and school data and observations confirm that the current Year 6 cohort of pupils are on track to achieve above national expectations in English, mathematics and science. Arrangements for the evaluation and monitoring of teaching and learning are good and the quality of teaching is consistently good as a result.

Pupils' personal development is good. A strong moral code is implicit in the school's ethos and this is reflected in pupils' exemplary behaviour. This in turn has a very positive effect on the good progress pupils make in lessons. They work hard and conscientiously, both independently and co-operatively, without the need for constant adult intervention. Parents say their children enjoy coming to school and pupils agree enthusiastically, as is reflected in their good levels of attendance. They have a good understanding of how to keep safe and of the need for healthy lifestyles. The school is beginning to take full advantage of its location, on the edge of National Trust land, to ensure new, exciting contexts for learning. The curriculum ensures that pupils receive a good variety of activities and experiences through visits, residential stays and visitors to school. Pupils particularly enjoy the wide range of activities and clubs, including physical activities.

Pastoral care of pupils is outstanding. All pupils are known as individuals whose needs are discussed and valued and the school alters its arrangements to meet the needs of the most vulnerable. Pupils' progress is tracked carefully and data analysed rigorously to ensure any pupil falling behind is identified quickly and support is provided. However, staff with responsibility for individual subjects are not making enough use of data analysis or classroom observations to identify how teaching and the curriculum might be improved further. The school has good links with groups and schools in the local area but realises it

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needs to do more to develop links further afield, in the United Kingdom and overseas in order to develop pupils' understanding of other cultures and lifestyles. Pupils have a wide range of responsibilities in the school and, through the work of the school council, make a good contribution to the school community. Their good social skills and good standards equip them well for the future. The school has a good understanding of how well it is doing and what needs to be done next and this underpins the school's good capacity to maintain and sustain improvement.

What does the school need to do to improve further?

- Broaden the school's impact on community cohesion beyond the local community by formulating a plan to promote the national and global dimensions.
 - Enable subject leaders to have a greater impact on improving teaching and learning and developing a better overview of standards in their subjects by providing opportunities for them to observe teaching and analyse performance data.

Outcomes for individuals and groups of pupils

2

From broadly average levels of attainment on entry, pupils across the range of abilities and year groups, make good progress and achieve well. Although standards achieved in national tests at Year 6 fluctuate from year to year due to the small cohorts and very high levels of mobility in some year groups, standards are typically above average in English, mathematics and science. The school has devised strategies to narrow the gap between attainment in reading and writing. Indications from English lesson observations and an analysis of pupils' work are that these have had a positive effect on the learning and performance of the current cohorts of pupils. Pupils with special educational needs and/or disabilities make good progress because of the effective support provided by class teachers, teaching assistants and outside agencies.

Pupils understand what constitutes an unsafe situation and are confident that issues they raise will be dealt with promptly and effectively by the school. They behave considerately towards each other and respond quickly to any additional guidance from staff about how to conduct themselves. Pupils' exemplary behaviour makes a very positive contribution to the good progress they make in lessons. Pupils are interested in the school's health promotion strategies and understand the main threats to their health and how they can be avoided. The school council are very proud of their school community and take their responsibilities very seriously. One pupil talking about the school council's role in ensuring healthy snacks at break and lunchtime said, 'We have to be very careful because we've found that chocolate is creeping in!' Pupils respect each others' needs and interests and are curious about the world around them, embracing new experiences enthusiastically. They are well-equipped for the future with their well-developed academic and social skills.

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These are the grades for pupils' outcomes

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 2 |
| Taking into account: | |
| Pupils' attainment ¹ | 2 |
| The quality of pupils' learning and their progress | 2 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 2 |
| The extent to which pupils feel safe | 2 |
| Pupils' behaviour | 1 |
| 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 | 2 |
| Taking into account: | |
| Pupils' attendance ¹ | 2 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

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?

Strategies for managing the behaviour of pupils are very effective across the school so that lessons are calm and purposeful and pupils work hard. Teachers assess learning carefully and provide work at the right level to match pupils' different learning needs. Pupils who need extra help are supported well and those who find learning easy are given more challenging tasks. This helps all pupils to learn successfully. Good classroom management skills ensure that pupils work well together and there are no marked differences in the responses of boys or girls. In most lessons, carefully targeted questioning draws out pupils' ideas and develops their thinking and reasoning skills. Support by teaching assistants is well focused and makes a significant contribution to the quality of learning. Good use is made of resources, including new technology, to motivate pupils and enhance their learning. Staff work together well to ensure that pupils know how to improve. Clear targets are set to help them reach the higher standards of work.

Although changes to the curriculum are relatively new, the response of pupils, parents and staff has been extremely positive. Under the enthusiastic leadership of the headteacher, and through its growing partnership with the National Trust, the curriculum is becoming characterised by the imaginative use of the school's own grounds and environment to provide pupils with engaging, motivating activities. The school's outstanding arrangements for the care of all pupils, including those with special educational needs and/or disabilities, contribute to their good development and well-being and support their learning very well.

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Every pupil is valued and cared for as an individual. Staff know and care deeply for all pupils and provide rigorous safeguarding and welfare procedures to help ensure the safety of all pupils. Sensitive and effective long-term support is provided for a number of vulnerable pupils and families facing difficult situations.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 2 |
| Taking into account: The use of assessment to support learning | 2 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 2 |
| The effectiveness of care, guidance and support | 1 |

How effective are leadership and management?

Since he joined the school, the headteacher has consistently communicated to the staff his high expectations about continuing to improve provision. The result of this is clearly evident in the significant improvements made in the quality of the teaching and particularly in the utilisation of the schools outdoor environment. With the able support of an enthusiastic, committed and well-motivated staff team he has identified and has rigorously and successfully tackled areas requiring improvement. All staff work very effectively together and regularly take advantage of professional opportunities to enhance their work. As a result of regular monitoring and support by the headteacher and local authority advisers, teaching is consistently good across the school and planning is founded on robust evidence and based on good quality data. However subject co-ordinators are relatively new to their roles and are not yet monitoring or supporting teaching regularly or rigorously enough. The governing body is influential in determining the strategic direction of the school and fully and systematically involved in evaluating its work. They discharge their duties effectively. School leaders and governors have a good understanding of safeguarding procedures and have good systems to ensure that pupils and staff are safe. The school adopts recommended good practice for safeguarding pupils across all areas of its work.

The school has a highly positive relationship with parents and carers. This effective liaison with parents and with other partners contributes significantly to improvements in pupils' achievement and well-being. During the inspection, several parents went out of their way to come into school to express their very positive views of the school and the recent changes. The school promotes equality of opportunity in all its work and is constantly alert to any variation in achievement. It is pro-active in devising initiatives to overcome any weaknesses. The school promotes community cohesion within its own and the local community very effectively. It is aware, however, that pupils' awareness of cultures other than in their own country is more limited and plans to further develop links with schools in more urban environments and overseas. The school makes good use of all its resources and provides good value for money.

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These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 2 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 2 |
| The effectiveness of the school's engagement with parents and carers | 1 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| 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 | 2 |

Early Years Foundation Stage

Children in the Early Years Foundation Stage clearly enjoy school and, although they have only been attending school part-time for a few days at the time of the inspection, they have settled into the routines well, playing happily together and individually. They undertake a variety of whole class and group activities and, in most cases, co-operate well when working with others. They delight in learning and seeing new things and make good progress in developing their skills and knowledge across a wide range of areas. Their overall achievement is good. Staff have very good relationships with parents and carers through daily contact at the start and end of each day. Pastoral care and welfare arrangements are effective. Consequently, children are safe, well cared-for and aware of how to be healthy. Children with special educational needs and/or disabilities are identified quickly, are well-supported and are integrated well into all activities. A strong emphasis is placed on developing children's language and communication skills at every opportunity.

Provision for the outdoor curriculum is good. Children have free access to a large, secure outdoor area with a good range of free-choice and adult-led activities. This allows children to explore things with purpose and challenge and effectively fosters the development of their independent learning skills. Leadership of the Early Years Foundation Stage is effective and provides clear direction for the team. Adults have a good knowledge of the learning, development and welfare requirements for the Early Years Foundation Stage. There are good systems for the long-term assessment and tracking of children's progress and planning builds securely on teachers' accurate assessments of children's needs. All staff monitor and record children's progress on a day to day basis effectively and observations and achievements are recorded in individual pupil profiles or 'Learning Journeys'.

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These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 2 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 2 |
| The quality of provision in the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |

Views of parents and carers

The proportion of parents responding to the questionnaire was above the national average for primary schools. The overwhelming majority of parents have positive views of the school and are extremely satisfied with the school, reflecting the school's outstanding links with parents. Almost all parents either 'strongly agreed' or 'agreed' with all the statements including that their child enjoys school, the teaching is good, the school is led and managed effectively, and the school makes sure that their child is well prepared for the future. A very small minority, however, felt that their child is not making enough progress at the school and a similar proportion felt that the school does not meet their child's particular needs. The inspection team investigated these matters and did not find any evidence to support these views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Brockhampton 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 50 completed questionnaires by the end of the on-site inspection. In total, there are 121 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|----|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 36 | 69 | 11 | 21 | 1 | 2 | 0 | 0 |
| The school keeps my child safe | 37 | 71 | 13 | 25 | 0 | 0 | 0 | 0 |
| My school informs me about my child's progress | 25 | 48 | 23 | 44 | 2 | 4 | 0 | 0 |
| My child is making enough progress at this school | 21 | 40 | 24 | 46 | 5 | 10 | 0 | 0 |
| The teaching is good at this school | 18 | 35 | 18 | 35 | 2 | 4 | 0 | 0 |
| The school helps me to support my child's learning | 28 | 54 | 20 | 38 | 2 | 4 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 31 | 60 | 17 | 33 | 2 | 4 | 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) | 31 | 60 | 14 | 27 | 2 | 4 | 0 | 0 |
| The school meets my child's particular needs | 30 | 58 | 18 | 35 | 4 | 8 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 31 | 60 | 15 | 29 | 3 | 6 | 0 | 0 |
| The school takes account of my suggestions and concerns | 27 | 52 | 19 | 37 | 3 | 6 | 0 | 0 |
| The school is led and managed effectively | 37 | 71 | 12 | 23 | 0 | 0 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 36 | 69 | 12 | 23 | 2 | 4 | 0 | 0 |

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

| | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| Type of school | 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.



17 September 2010

Dear Pupils

Inspection of Brockhampton Primary School, Worcester, WR6 5TD

Thank you so much for helping me and my colleagues when we came to inspect your school recently. We enjoyed meeting so many of you and observing you at work and at play. You made us feel very welcome and made our short visit very enjoyable. Together with your parents, you think Brockhampton is a good school and we agree with you. You clearly enjoy learning and taking part enthusiastically in the many exciting and challenging activities the curriculum offers you. You make good progress and achieve high standards. Your behaviour is excellent and we were very impressed with your good manners. You have a good understanding of how to live a healthy lifestyle and you feel safe and cared for in school. It was good to hear from the school councillors about how you are helping to improve the school. You told us that you really enjoy school and are proud to attend, and your above average level of attendance confirms this. Teachers work hard to help you to learn and to make sure you enjoy being at school. All the adults take exceptional care of you. Your school is well led and managed and is continually improving.

To help you to make even better progress, we have asked the school to do the following things:

- give teachers in charge of subjects opportunities to observe lessons so that they can find ways of making teaching and learning even better
- make plans to develop links with schools and other organisations in the United Kingdom and overseas so that you can gain a better understanding of the way communities live in other parts of the world.

You can all help by always doing your best and making sure you know your targets.

Thank you again for making me so welcome. I wish you all the very best.

Yours sincerely

Clive Lewis

Lead inspector

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