

Bosbury CofE Primary School

Inspection report

Unique Reference Number	116785
Local Authority	Herefordshire
Inspection number	363857
Inspection dates	2–3 March 2011
Reporting inspector	Mark Mumby 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	131
Appropriate authority	The governing body
Chair	Robert Lane
Headteacher	Elizabeth Farr
Date of previous school inspection	31 October 2007
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. Inspectors observed five teachers during ten lesson observations. Meetings were held with the Chair of the Governing Body, various members of staff and the School Improvement Partner. An inspector met with representatives of the school council and informal discussions took place with pupils. Inspectors observed the school's work, and looked at the school's documentation relating to safeguarding, self-evaluation and pupils' progress. Responses to 61 questionnaires from parents and carers as well as those from staff and pupils were considered.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The learning and progress of lower ability boys and pupils receiving support for their special educational needs.
- The effectiveness of the school's work to improve attendance.
- The effectiveness of school improvement work, with a particular focus on the role of the governing body.

Information about the school

This is a smaller than average primary school serving a wide rural catchment area. Virtually all of the pupils are of White British backgrounds and a few speak English as an additional language. A lower proportion of pupils than average are known to be eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities is similar to the national average. There are currently no pupils on roll with a statement of special educational needs. The school has gained a wide range of awards including Activemark, a Leading Aspect Award for innovation in music, the Football Association Charter Mark, Artsmark Gold and the International School Award.

Jack in the Box Nursery provides before- and after-school childcare as well as nursery provision during the day. This provision normally operates on the school site, but is currently using the village hall as a temporary measure following flooding problems. This provision is run independently of the school and is subject to separate inspection arrangements.

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?

1

The school's capacity for sustained improvement

1

Main findings

Pupils thoroughly enjoy attending Bosbury Primary School. Their behaviour is excellent and they make an outstanding contribution to the life of the school and the local community. They feel very safe in school and do an excellent job of keeping themselves healthy. They make good, and sometimes outstanding, progress in lessons, attaining standards above the national average by the time they leave.

Exemplary leadership by the headteacher and senior leaders along with a clear determination to improve have enabled Bosbury Primary School to improve considerably since its previous inspection. Staff have developed an extremely rich curriculum which ensures that pupils, regardless of their skills or interests, thoroughly enjoy school. Excellent partnership arrangements and very positive engagement with parents and carers contribute well to what the school provides. Safeguarding procedures are extremely rigorous, contributing to the excellent care, guidance and support the pupils receive. The school's leaders and the governing body have a thorough understanding of the school's strengths and areas for further development. Improvement planning is extremely detailed and all of the issues raised in the previous inspection have been addressed. Teaching is now consistently good, with some outstanding practice observed, particularly for the pupils in Years 5 and 6. Where pupils make good, rather than outstanding, progress in lessons this is usually the result of teachers not providing work at a sufficiently challenging level to fully extend learning, particularly for the most able pupils. The school is very well placed to improve further.

The school has begun to implement plans to enrich the cultural development of the pupils. Preparations are underway to establish links with schools in contrasting localities in this country and abroad. Successful events, such as 'Africa Week' have already taken place. However, pupils' understanding of the culturally diverse society in which they live is at an early stage of development. Effective action has been taken to raise the previously low attendance. Although attendance rates have improved and the proportion of persistent absentees has reduced, the school rightly aims to raise rates further.

What does the school need to do to improve further?

- Improve the quality of teaching so that the majority is as good as the outstanding teaching observed by:
 - making effective use of the exemplary practice which already exists within the school
 - ensuring that in all lessons, pupils, especially the most capable, are fully challenged to achieve their potential.

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- Enrich pupils' understanding of our culturally diverse society by developing further opportunities for pupils to experience the lives of people from different backgrounds, including at first hand.
- Work with parents and carers to increase attendance and maintain it at a level at least in line with the national average.

Outcomes for individuals and groups of pupils

1

Children start school in Reception with skills and abilities mostly in line with expectations. Literacy skills tend to be less well developed than other areas. Throughout the school pupils enjoy their lessons and have excellent attitudes to their work. Consequently they achieve well and attain above average standards. In Years 5 and 6, and occasionally in other year groups, pupils make outstanding progress. Pupils who find learning more difficult, including those with special educational needs and/or disabilities, are identified quickly by the school and receive high quality support, as do those pupils who speak English as an additional language. As a result, these pupils are able to work well alongside their peers and make good progress from their various starting points. Engaging activities help to ensure that boys' progress is as rapid as that of the girls. The progress made by the more capable pupils in a few lessons is slower than that made by other pupils. Throughout the school pupils make more rapid progress in reading and mathematics than they do in writing.

Pupils are extremely courteous and the school is a harmonious community. They show they can reflect very well in assemblies. In lessons, pupils are considerate towards each other and listen well to each other's views. Pupils talk enthusiastically about raising funds for charity. The active school council is currently devising ways to raise money to 'send a cow' to Africa. There are strong links with the village. For example, pupils have contributed to the parish plan, linking in with their pro-active approach to road safety. The choir has entertained older people in a local care home as well as participating in a performance with 2000 children at the O2 Arena.

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

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	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
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	3
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?

Lessons throughout the school are planned well to meet the needs and interests of the pupils. Good attention is paid to ensuring that topics engage the interests of boys and girls. Teachers use assessment well to ensure that activities provide a good level of challenge to enable pupils to make good progress. However, on occasions, some of the more capable pupils complete tasks quickly and are not given sufficiently challenging work to extend their learning quickly enough. Teaching assistants are deployed very well to work with less able pupils and those who speak English as an additional language, enabling them to develop independence and participate alongside their peers. Teachers have high levels of subject knowledge and they use this well when questioning pupils to assess understanding and extend learning. Teaching in Years 5 and 6 is particularly strong as the result of extremely high expectations, briskly-paced activities and excellent feedback through marking. As a result, these pupils make outstanding progress.

The curriculum is carefully planned around a series of themes to meet the pupils' interests and enable them to achieve very well, particularly in their personal development. The curriculum is greatly enriched by a wide range of activities including theme weeks, such as Africa Week when the pupils engaged in a wide range of exciting activities including working with an African drummer. Music is a particular strength of the curriculum and the school has shared its musical expertise within the local cluster of schools. There is good provision for more-able pupils through 'young engineers' sessions and Latin lessons for the

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oldest pupils. An extensive range of extra-curricular opportunities including sports, music and creative activities is very popular, with the large majority of Key Stage 2 pupils taking part.

Staff know the pupils extremely well. Pupils whose circumstances may make them vulnerable are monitored rigorously and they receive very high quality support with their learning and personal development. This support is managed extremely well in lessons, creating a strong sense of belonging for all pupils. The school's work to improve attendance has been very effective in reducing the proportion of pupils who have been persistently absent in the past and raising the overall level of attendance. This is an excellent example of partnership working with parents and carers as well as the education welfare officer.

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	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The leaders and managers, along with the governing body are very clearly focused on continuing to improve this outstanding school. Lessons are rigorously monitored and there is a clear drive to improve the quality of teaching, although the outstanding practice has not been developed consistently throughout the school. The school development plan is an extremely thorough document which clearly shows the school's ambitious plans for the future. There is a comprehensive programme of assessment and tracking in place, and this is used very effectively to target support and ensure that no pupil falls behind in their learning. Consequently, the school's promotion of equality of opportunity is exemplary. The governing body is kept fully informed about the school's work through detailed reports from the headteacher as well as from reports made following focused governor visits to the school. As a result, the governing body is well placed to hold the school to account for its work; a job which it does effectively.

Procedures to ensure that pupils are kept safe are outstanding. In particular, the school's approach to assessing risk and putting in place appropriate safety measures is excellent. The school has a good understanding of its own community and is implementing appropriate actions to develop the pupils' understanding of the wider community.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
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	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children in the Early Years Foundation Stage benefit from an attractive, well-organised environment which enables them to learn and develop well both indoors and outside. They move freely between the different areas and enjoy participating in a good balance of activities which they choose themselves or which are directed by adults. Children are suitably involved in the planning of the activities which are centred on interesting topics which inspire them. For example, one child explained with excitement what she had found in the 'treasure chest' as part of the 'under the sea' topic. Detailed planning by the class teacher ensures that all aspects of the required curriculum are covered. Thorough assessment procedures are in place to assess and record the children's learning and development as well as plan the next steps for each child. Occasionally opportunities are missed to fully extend learning by making full use of all of the adults in the classroom or by providing an extensive range of language and number on display to stimulate learning.

The children have very good attitudes to their learning and development. They relate well to adults and cooperate well with each other. Adults are skilled at working with individuals and groups, asking appropriate questions, but also allowing children the freedom to explore and learn for themselves. Consequently children make good progress in their learning and development. Routines are well established and children participate willingly and sensibly when tidying up at the end of a session.

There are good partnership arrangements, ensuring that parents and carers are fully involved in their children's learning. Links with the on-site nursery are good, ensuring smooth transition between the settings. Procedures for risk assessment and the safeguarding of the children are excellent.

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

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 response rate to the parents' and carers' questionnaire was higher than average. Virtually all respondents were overwhelmingly supportive of the work of the school. A few parents and carers expressed concerns about the management of behaviour and about how well the school takes account of the suggestions and concerns raised by parents and carers. Inspectors considered both of these aspects during the inspection. They found behaviour to be managed well and judged the pupils' behaviour to be outstanding. They also found that the school has very good systems in place to communicate with parents and carers and that their views are taken into account well.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bosbury CofE 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 61 completed questionnaires by the end of the on-site inspection. In total, there are 131 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	43	72	14	23	1	2	0	0
The school keeps my child safe	44	73	14	23	0	0	0	0
My school informs me about my child's progress	37	62	22	37	1	2	0	0
My child is making enough progress at this school	32	53	26	43	0	0	0	0
The teaching is good at this school	38	63	22	37	0	0	0	0
The school helps me to support my child's learning	33	55	26	43	1	2	0	0
The school helps my child to have a healthy lifestyle	41	68	18	30	0	0	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)	25	42	28	47	0	0	0	0
The school meets my child's particular needs	29	48	29	48	0	0	0	0
The school deals effectively with unacceptable behaviour	26	43	25	42	7	12	0	0
The school takes account of my suggestions and concerns	29	48	23	38	5	8	0	0
The school is led and managed effectively	37	62	21	35	1	2	0	0
Overall, I am happy with my child's experience at this school	42	70	18	30	0	0	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



4 March 2011

Dear Pupils

Inspection of Bosbury CofE Primary School, Ledbury, HR8 1PX

Thank you for making Mr Blackburn and me so welcome when we visited your school this week. We very much appreciated the time you spent talking with us about your school. You go to a school which has improved since it was last inspected. It is now an outstanding school. This is because of all of the excellent work that Miss Farr, the teachers, other staff and the governors have all done.

You learn well in lessons because the teaching is always good and sometimes outstanding, especially for the older pupils. I have asked your teachers to try to make even more of your lessons outstanding. Your behaviour is excellent and you really do understand about how to lead healthy lifestyles. You work and play extremely well together and told us that you feel very safe in school. That is because the staff know you very well and take such good care of you. You told us how much you enjoy all of the exciting things that you do in school because the activities have been planned very well to make sure you enjoy your learning. Some of you miss out occasionally because you do not attend school as much as other children. Although attendance has got better, I have asked the school to try to make sure that your attendance continues to improve.

I enjoyed listening to many of you talking about the exciting 'Africa Week' that you had. Your teachers are trying to plan more activities to try to help you learn more about people from different backgrounds. I have asked them to make sure that your understanding about people from different cultures improves.

You can all help your school to get even better by continuing to work hard and making sure you go to school every day unless you are too poorly.

Yours sincerely

Mark Mumby

Her Majesty's Inspector

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