

Bridstow CofE Primary School

Inspection report

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|--------------------------------|----------------|
| Unique reference number | 116869 |
| Local authority | Herefordshire |
| Inspection number | 379318 |
| Inspection dates | 23–24 May 2012 |
| Lead 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 | Voluntary aided |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 83 |
| Appropriate authority | The governing body |
| Chair | Rob Humphreys |
| Headteacher | Paul Sockett |
| Date of previous school inspection | 26 February 2009 |
| School address | Bridstow Ross-on-Wye HR9 6PZ |
| Telephone number | 01989 562623 |
| Fax number | 01989 564662 |
| Email address | admin@bridstow.hereford.sch.uk |

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Introduction

Inspection team

Clive Lewis

Additional Inspector

This inspection was carried out with two days' notice and seven lessons were observed. All teachers and most support staff were seen working with children. Meetings were held with pupils, members of the governing body and members of staff. Questionnaires from 40 parents and carers were analysed. The inspector took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, looked at documentation including teachers' planning documents, and examined tracking and assessment data.

Information about the school

The school is smaller than most primary schools. The proportion of pupils known to be eligible for free school meals is well below the national average. The proportion of pupils from minority ethnic groups is below average. Overall, the proportion of disabled pupils and those who have special educational needs is above the national average. A small number of looked-after children attend the school. The school meets the current government floor standards, which set the minimum expectations for attainment and progress. The school has gained the Healthy Schools award, Eco-Schools Bronze status and the Sing-Up Gold 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 | 3 |
| Achievement of pupils | 3 |
| Quality of teaching | 3 |
| Behaviour and safety of pupils | 2 |
| Leadership and management | 3 |

Key findings

- Bridstow CofE Primary provides a satisfactory education for its pupils. The effective leadership and teamwork of the headteacher and governing body have ensured that since the last inspection the school has weathered well some significant disruption to staffing. Teaching and learning are consistently satisfactory or better across the school and clear priorities have been set for further improvement. The school is not yet good because there remain some inconsistencies in the quality of teaching and, hence, the progress pupils make as they move through the school, and attainment in writing is not as high as in reading and mathematics. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Pupils' achievement is satisfactory. Children achieve well in the Early Years Foundation Stage. Pupils make satisfactory progress as they grow older. By the end of Year 6 attainment is average, although attainment in writing is not as strong as that in reading and mathematics.
- Parents and carers say their children really enjoy coming to school and pupils agree enthusiastically. This is confirmed by their consistently high levels of attendance. A strong moral code is implicit within the school's ethos and is reflected in pupils' good behavior.
- The quality of teaching is satisfactory overall. Although there are several examples of good teaching, in some lessons the pace slows and work is not always set at the appropriate levels for the wide range of ability and age in each class.
- Leadership and management are satisfactory. Greatly improved leadership and management of teaching, combined with a new, rigorous whole school assessment and tracking system mean that teachers have gained a better understanding of the progress each pupil is making. Data are now being used

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proactively to ensure that any pupil falling behind is identified quickly and support promptly provided.

What does the school need to do to improve further?

- Improve the consistency and quality of teaching to the level of the best by:
 - planning lessons which are well paced throughout
 - ensuring appropriate challenge for the range of age and ability groups within each class.

- Improve attainment in writing to match that in reading and mathematics by:
 - providing more opportunities for pupils to use their writing skills across a range of subjects.

Main report

Achievement of pupils

Although there is some variation from year-to-year due to small cohorts, most children join the Reception class with skills that are broadly in line with those typically found for their age. Children make good progress in the Reception class, particularly in communication, language and personal skills so that they are well prepared for Year 1. Pupils make satisfactory progress in Years 1 to 6 but this is improving. Attainment in reading is in line with national averages by the end of Year 2 and when pupils leave the school in Year 6. Attainment overall in Year 6 is broadly average. There is a strong focus on developing pupils' literacy and numeracy skills and the gathering and use of data on each pupil has been considerably strengthened. These features are having a positive impact on rates of progress, but are not fully evidenced in raised attainment. Attainment in writing is lower than in reading or mathematics because pupils are not given enough opportunities to practise their skills across the curriculum. In the best cases, such as in a well-paced lesson teaching the sounds that letters represent (phonics) in the Reception class, children responded very positively to the range of strategies employed by the teacher to motivate and interest them. These included the use of 'Fred The Frog' flashcards and the 'phonic train'. The teacher generated a high level of interest and motivation, frequently changing activities, with the result that children made good progress in understanding and recognising the sounds that letters make. Occasionally, however, where the pace of learning is slower, or slows after a brisk start, some pupils do not achieve as well.

Bridstow CofE Primary is a very caring school. All adults pay very close attention to children's individual needs and quickly identify those who may show any delay in learning. Where necessary, they provide good support through the very good links they have with external health agencies. These links ensure that all groups within the school, including looked-after children and disabled pupils and those who have special educational needs, make similar progress to that of their classmates. The

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overwhelming majority of parents and carers feel that their children are making good progress. However, inspection findings show that pupils are making satisfactory progress overall, even though there are a number of examples of good progress being made and clear signs of improving progress across the school.

Quality of teaching

Although there are some strong features in teaching, it is not consistently good across the school. Teachers demonstrate good subject knowledge. They ensure classroom routines are made clear and regularly reinforced so that learning takes place in a well-structured environment in which all pupils can contribute to lessons. In one good numeracy lesson, pupils in Years 5 and 6 were very well behaved and responsive to the teachers' questions and suggestions. Work was carefully planned to provide appropriate challenge and support for the range of age and ability within the class and the teacher consistently reinforced relevant subject vocabulary. As a result, pupils enjoyed their tasks and made good progress in their understanding of ways of tackling and solving word problems. However, in a small minority of lessons, the pace of learning slows after a brisk start and too much time is given over to activities reviewing work that the majority of pupils already understand.

The rigorous whole-school assessment and tracking system provides the school with secure data on pupils' progress as they move through different year groups and information obtained is being used well in termly meetings that consider pupils' progress. This means teachers have developed a better understanding of how well pupils are doing and the action they should take to support them effectively and help them reach their challenging targets. This is a significant improvement since the last inspection. The school's good arrangements for the care of all pupils, including disabled pupils and those who have special educational needs, contribute to their well-being and support their learning well. Teachers promote pupils' spiritual, moral, social and cultural development well by engaging and motivating pupils to learn and fostering their curiosity and enthusiasm for learning. Although almost all parents and carers say that teaching is good, inspection findings are that, although the quality of teaching is improving, inconsistencies remain across the school.

Behaviour and safety of pupils

Observations during lessons and around the school confirm that pupils' behaviour is consistently good. School records indicate that this high standard of behaviour has been maintained over time. Pupils show high levels of engagement, courtesy, collaboration and cooperation in and out of lessons. Pupils say that behaviour is good and there is no bullying of any kind, including name-calling and racial harassment. Parents and carers also say that they believe pupils behave well and are safe in school. Pupils show respect for the feelings and beliefs of others. They have mature attitudes to learning and develop considerate relationships with peers and adults. They understand the need for healthy lifestyles and exercise. All groups of pupils say they feel safe at school at all times. They take on responsibility and play a constructive role in the school and, through the school council, have had some

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influence on decisions about school life. Pupils say they enjoy coming to school, and this is reflected in above-average levels of attendance. Children in the Early Years Foundation Stage clearly enjoy school and have settled into routines well, playing and working happily both together and individually, indoors and out.

Leadership and management

The headteacher, with the strong support of the governing body, has dealt appropriately with considerable turbulence in staffing since the last inspection and has tackled areas requiring further improvement with appropriate rigour. The school has dealt effectively with the issues raised at the last inspection. The quality and consistency of teaching has been improved through effective professional development and performance management that includes regular monitoring and termly meetings to discuss each pupil's progress. Assessment and tracking systems have been significantly strengthened. Teaching and support staff now have 'ownership' of the data and pupils are becoming more involved in self-assessment of their own and each others' work. The governing body fulfils its statutory duties, is supportive and challenges the school to do well. The school shows it has the capacity to improve further.

The school has a positive relationship with the great majority of parents and carers, and its strong links with a wide range of external providers contribute well to pupils' learning and progress. The school is very inclusive and promotes equal opportunity and tackles discrimination in all it does. It adopts recommended good practice for safeguarding pupils across all areas of its work and quality assurance and risk assessment systems take full account of the views of pupils and their parents and carers. The school identifies dangers, fosters a realistic understanding of risk and helps pupils to keep themselves safe. The curriculum provides carefully adapted activities to ensure all groups of pupils experience success. There is an appropriate emphasis on developing key reading and numeracy skills and on extending pupils' knowledge and skills in other subjects, particularly in music, which is a strength of the school. However, pupils do not always have sufficient opportunities to develop their writing skills in different subjects. The curriculum promotes pupils' spiritual, moral, social and cultural development well.

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 | 54 | 42 | 2 | 2 |
| Primary schools | 14 | 49 | 32 | 6 |
| Secondary schools | 20 | 39 | 34 | 7 |
| Special schools | 33 | 45 | 20 | 3 |
| Pupil referral units | 9 | 55 | 28 | 8 |
| All schools | 16 | 47 | 31 | 6 |

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

| | |
|----------------------------|---|
| Achievement: | the progress and success of a pupil in their learning and development taking account of their attainment. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Attendance: | the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance. |
| Behaviour: | how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school. |
| Capacity to improve: | the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Floor standards: | the national minimum expectation of attainment and progression measures. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the governors and 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: | inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. |
| 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. |
| Safety: | how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning. |

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.



25 May 2012

Dear Pupils

Inspection of Bridstow CofE Primary School, Ross-on-Wye, HR9 6PZ

Thank you for welcoming me to your school, for talking to me about what you do there and for filling in questionnaires. Bridstow CofE Primary is a satisfactory school. Those who lead your school provide you with appropriate care and guidance. The youngest children, in the Early Years Foundation Stage, get off to a good start and there are clear signs of improvement across the school. It is to your credit that most of you behave very well and get on with each other and with all the staff. You told me you really enjoy coming to school and you show this by your high levels of attendance – well done for that.

For the school to improve further I have asked teachers to:

- improve teaching so that all your lessons are as varied and interesting as they can be in order that you all make good progress in every lesson
- work to improve your writing even further by giving you more opportunities to use your writing skills in lessons other than English.

You can all help by always doing your best.

Once again, thank you for being so welcoming during my visit.

Yours sincerely

Clive Lewis
Lead Inspector

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