

# Bridstow CofE Primary School

Bridstow, Ross-on-Wye, HR9 6PZ

**Inspection dates** 27–28 March 2014

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- The more-able pupils do not achieve as well as they should, particularly in writing and mathematics.
- Pupils whose families travel extensively sometimes make limited progress.
- Teachers' expectations are not high enough, especially in Key Stage 2. The work given to pupils is sometimes too difficult or too easy.
- Pupils do not have enough help to know how to keep themselves safe.
- The checking of teachers' work by senior leaders is not sufficiently rigorous to ensure rapid improvements in the quality of learning for all pupils.
- Teachers in charge of subjects have limited opportunities to help teachers' improve their pupils' learning.
- The range of subjects and activities does not always stimulate pupils' imagination and creativity.

### The school has the following strengths

- The school has a clear set of values that inform its work.
- Achievement is improving, particularly in reading.
- Teachers' feedback to pupils in their books helps many of them to improve.
- Behaviour is good. Pupils are eager to learn. They are co-operative and respect each other and their teachers.
- Pupils feel safe and they are well cared for.
- The headteacher is very supportive. He promotes a strong family feeling throughout the school.
- There are good systems for maintaining an overview of pupils' progress.
- There are good links with parents.
- A new Chair of the Governing Body has overhauled the work of the governors to weld a team that understands its role as a 'supportive challenge' for the school.

## Information about this inspection

- The inspector observed parts of seven lessons, two of which were seen with the headteacher. She also observed other reading activities, assemblies and extra-curricular activities.
- The inspector talked to a group of pupils from Key Stage 2 and spoke to others informally throughout the inspection.
- Pupils' work from each key stage was examined and pupils from Key Stage 1 were heard reading.
- A total of 29 responses from parents to the online questionnaire (Parent View) were examined. Additionally, the inspector examined ten staff questionnaires.
- Meetings were held with seven representatives of the governing body, including the Chair of the Governing Body who is also responsible for safeguarding. The inspector held a telephone conversation with a representative of the local authority.
- Meetings were held with the headteacher, other staff, the special educational needs coordinator, and the teacher of the Early Years Foundation Stage.
- The inspector evaluated documentation regarding pupils' current progress and the curriculum, development plans, and procedures and records relating to safeguarding, behaviour and attendance.

## Inspection team

Kathy Hooper, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This is a much smaller than the average-sized primary school.
- The overwhelming majority of pupils are White British. About ten percent of pupils are the children of families who travel to various showgrounds.
- The number of pupils who are eligible for pupil premium funding (pupils known to be entitled to free school meals, looked after by the local authority or from families with a parent in the armed services) is very small.
- The proportion of disabled pupils and those who have special educational needs supported at school action is much lower than average. The proportion who are supported at school action plus or who have a statement of special educational needs is higher than average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

### What does the school need to do to improve further?

- Improve the teaching and learning, particularly in writing and in mathematics, by using information about pupils' progress to:
  - plan activities that challenge the more able to think hard
  - enable less able pupils to learn in small steps
  - give feedback that ensures all pupils are clear about how to make their work better.
- Improve the support provided to pupils to help them to keep themselves safe by ensuring a step-by-step approach to:
  - e-safety
  - sex and relationships.
- Improve the leadership and management by:
  - use clear criteria when judging the quality of teaching and learning
  - establishing a routine for checking the impact of developments in order to focus priorities for the future more precisely
  - developing the capacity of the teachers in charge of subjects to improve teachers' work and pupils' progress
  - establishing working relationships with other schools to support staff development
  - reviewing the range of subjects taught to make them more exciting and creative for pupils.

## Inspection judgements

### The achievement of pupils requires improvement

- Pupils' achievement requires improvement because too few pupils achieve the highest levels at the end of Key Stage 1 and Key Stage 2. Pupils' achievement in writing is not as good as in their reading and mathematics.
- Pupils of different abilities make uneven progress throughout the school because teachers do not always set work that is equally hard for all pupils in the mixed-age classes. While some pupils follow instructions very well, others have greater difficulty remembering them all. On occasions, some of them struggle to understand the technical language and the purpose of the activity.
- The writing of many Year 6 pupils is not joined up and it is often in pencil. Pupils' work is not always carefully presented. Opportunities for writing are reduced by the use of a lot of worksheets in some lessons, for example, those in which grammar, spelling and punctuation are taught. Nevertheless, some more-able pupils write extremely imaginative and sophisticated stories that are beautifully presented and accurate. The standard of writing this year shows marked improvements for many pupils.
- In mathematics, some pupils make slow progress because they do not have sufficient confidence in more basic work. The most-able pupils confidently solve problems using several operations to work out the answer. Recently improved learning for pupils in mathematics has been brought about by further staff training.
- Pupils' attainment on entry is broadly average. Children make sound progress in the Reception class. They are beginning to make accelerated progress this year. Records of children's progress show that, this year, more children than in previous years will exceed the level expected of children of a similar age. The most-able children are using their understanding of sounds and letters to write words that are recognisable to the reader.
- Pupils' achievement at the end of Key Stage 1 and Key Stage 2 is improving.
- Pupils make good progress in their reading and enjoy books. The more-able pupils in Year 6 analyse the significance of what they have read to understand the messages. They know the features of complex and compound sentences, and they make their writing lively and interesting for the reader.
- Pupils who receive the additional pupil premium funding often make good strides in their learning, as do disabled pupils and those who have special educational needs. This is because they have well-targeted extra support, including practice on various programmes and one-to-one support for their literacy and numeracy.
- The achievement of pupils eligible for the pupil premium is improving. However, the small number of these pupils makes it impossible to reliably compare their achievement with that of their classmates. Those pupils whose families travel do not always make as much progress as others because of lengthy periods of absence.
- Pupils are enthusiastic about school and really want to learn. Some pupils make good progress when working with older or younger pupils in other classes where their needs are better met.

**The quality of teaching requires improvement**

- Pupils' learning is not always good. Teachers' expectations are not sufficiently high, particularly for pupils in Key Stage 2 and there are no clear guidelines for ensuring that all pupils make the best progress.
- Teachers do not always provide activities that will make pupils work equally hard. Those pupils who are set work which is matched to their abilities learn well and quickly, and delight in their success. However, in some lessons older pupils lose interest and do not learn enough when the task is too easy or too hard or when they have too little time to practise new skills.
- Occasionally, pupils are not sure about what they have been asked to do. When they see the point of the activity, pupils are exceptionally well engaged. Reception class children were galvanised when the teacher told them they were going to make sandwiches for a picnic. This activity gave them a real purpose for using 'bossy' words to write instructions for the task. Key Stage 2 pupils were anxious to suggest imaginative endings to the account they were analysing because it was an exciting story written by one of their classmates.
- All lessons have a purposeful atmosphere. Very supportive relationships between pupils and between pupils and adults encourage all to persevere well with their work. Teachers' subject knowledge has been improved since the previous inspection, particularly in mathematics and writing.
- Teaching assistants work productively with pupils in the classroom and in small groups where pupils have opportunities to catch up. Teaching assistants question pupils well about their understanding and encourage those who struggle.
- The quality of feedback to pupils to help them to improve their work has recently improved. Many pupils have comments in their books about strengths and areas for development. Some pupils are also adding their comments and the most able develop their own success criteria. However, not all pupils, especially the least able, act on the feedback. It is sometimes confusing or not sufficiently clear to help pupils know exactly how to improve.
- There are good opportunities for pupils to use their literacy and numeracy skills in other subjects. However, teachers do not always have the same expectations about the quality of pupils' work as in English and mathematics lessons.

**The behaviour and safety of pupils are good**

- The behaviour of pupils is good. Pupils have very good attitudes to learning and there is little evidence of disruption in lessons. They present themselves smartly for school in their uniforms and listen respectfully to teachers. When the learning is slow in lessons, it is because some pupils struggle to do the task set or where they find it too easy. Nevertheless, in these situations, pupils remain co-operative and biddable.
- Pupils enjoy school and they are confident because they know everyone. Many have brothers and sisters in the school. Many older pupils take care of younger ones. There is little absence except where families travel for their living. They are curious and want to learn. They respond well to the encouragement of all staff.
- The school council has been effective in improving the quality of playtime by introducing more activities. Pupils treat each other respectfully and have very good social skills.

- Pupils have good opportunities for spiritual, moral, social and cultural development. There is a strong family feeling in the school. School visits, such as a residential trip to a local castle, provide rich learning experiences. Assemblies provide valuable opportunities to reflect on values. Issues such as the qualities needed to be successful are examined. The school has links with a school in Uganda.
- Pupils' social and emotional needs are well met by the special needs coordinator whose office is known as 'The Nest'. Those pupils who have any concerns know that they will be listened to and helped.
- Pupils say that there are no bullies in the school. Although there is some occasional thoughtless behaviour, this is quickly addressed.
- The school's work to keep pupils safe and secure is good. Pupils feel very safe in school and adults take good care of them. Pupils learn how to keep themselves safe, for example, by understanding the dangers associated with the use of the internet. However, there is not a consistent and progressive approach to the teaching of e-safety as well as developing a secure understanding of sex and relationships.

### **The leadership and management**

### **requires improvement**

- Since its previous inspection, the school has made efforts to improve the quality of its provision. Nevertheless, the impact of improved practice is not yet well established and progress has been slow. The school's vision is based on strong moral values and the headteacher has a very supportive approach to his staff.
- There has been little support from the local authority. The school has invited external consultants to help monitor teaching and learning. Weekly improvement meetings provide opportunities for all the staff to share their experiences.
- There is not a sufficiently robust system for checking the impact of developments. For example, the agreed criteria for judging the quality of teaching and learning are not clearly demonstrated in records of observations. As a result, the progress made by all groups of pupils is not identified. Pointers for improvement tend to be general and do not say exactly what teachers must do to improve the learning for different groups of pupils. This makes it difficult to assess improvements in teachers' work.
- Changes in roles have reduced the impact of middle managers on developments. Training for leading mathematics has improved teachers' subject knowledge. Teachers are beginning to share good practice for teaching mathematics in classes where there is a very wide range of ability. Teachers have improved the feedback they give to pupils and how they teach sounds and letters.
- The range of subjects is broad and balanced, and the curriculum is enriched by school visits, and extra-curricular activities and events which pupils much enjoy. There are good opportunities for reinforcing literacy and numeracy in most subjects, but the curriculum requires improvement because pupils' writing is not always as good in other lessons as it is in English lessons. This is because learning is not always so motivating or engaging where topics are beyond pupils' experience.
- Physical education is very popular with pupils. The additional primary school sports funding has

been used to include extra coaching in cricket and tennis and is improving their performance. Nearly three quarters of all pupils attend at least one club after school each week. Pupils take part in many inter-school competitions through links with the local high school.

- Although there are links with other schools these are not close enough to learn from their good practice. Opportunities to share understanding of how to ensure each pupil makes the best possible progress in every lesson are limited.
- There are good relationships with parents who are generally very supportive of the school and their children's learning. They feel well consulted and receive regular, good quality reports about their children's progress.

■ **The governance of the school:**

- Changes in the governing body this year have led to a review of how it checks the quality of the work of the school. Respectful but challenging relationships, informed by regular school visits, are helping the governing body to form an accurate view of the school's work. The new Chair of the Governing Body has support from the chair in a neighbouring school and meets the headteacher regularly. The headteacher has helped governors to understand the government's statistical analysis of the school's performance. They are aware of how the funds for pupil premium and primary sports funding have been used. Pupils known to be eligible for pupil premium have extra help with reading, writing and mathematics. As a result, they make accelerated progress and the gap between their achievement and that of others is reducing. More pupils are involved in physical activities because of the increased funding. Safeguarding arrangements have recently been reviewed. The headteacher makes regular reports on the quality of teaching to governors. This year, at the request of governors, data regarding pupils' progress has been linked to the appraisal of teachers' work. This will give them a clear picture of good teaching and where it needs to be improved.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	116869
<b>Local authority</b>	Herefordshire
<b>Inspection number</b>	431124

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	86
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Kim Sandman
<b>Headteacher</b>	Paul Sockett
<b>Date of previous school inspection</b>	23 May 2012
<b>Telephone number</b>	01989 562623
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