

Bramley CofE Aided Infant School

Birtley Road, Bramley, Guildford, GU5 0HX

Inspection dates 20–21 November 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The school's leaders have successfully maintained good standards of achievement since the previous inspection.
- Governors are well informed. They provide effective challenge to the senior leaders about the performance of the school.
- Senior leaders check the performance of teachers and the progress of pupils frequently and robustly. They know where support is needed and provide it quickly.
- Pupils achieve well at the end of Key Stage 1 in mathematics, reading and writing because teaching is good.
- Teachers' marking provides pupils with accurate guidance on how to improve. This helps them to make good progress in their learning.
- Children in the early years make good progress because they respond well to the range of interesting activities provided by their teachers. A calm, purposeful atmosphere enables them to learn effectively.
- Parents and pupils all agree that the school is a safe place.
- Good links with the local church and with the community enable the school to effectively support the spiritual, moral, cultural and social development of pupils.
- Behaviour is good because all the adults set a good example to the pupils. They have high expectations of the pupils who respond positively in return.
- Pupils are kind to each other. All members of the school community practise the values of the school in their everyday lives. Consequently, the school is calm and relationships are warm.

It is not yet an outstanding school because

- Pupils, especially the most able, do not have enough opportunities to apply their skills in mathematics to other subjects. Consequently, they make less progress in mathematics than in reading or writing.
- The work pupils are given is sometimes too easy. Pupils are not always given work which challenges them to develop their thinking skills.

Information about this inspection

- Learning was observed in all classrooms on eight separate occasions. There were no joint observations with the headteacher.
- The inspector looked at the work of pupils in all classes.
- A group of Year 2 pupils were heard to read.
- Meetings were held with a group of pupils, the school's leaders for English and mathematics, the senior leaders, a representative from the local authority and a group of governors.
- The 63 responses to Parent View (Ofsted's online questionnaire) were considered and the inspector spoke to some parents in the playground.
- The school provided a number of documents for the inspector to examine. These included the progress of pupils currently in the school; records of bullying and behaviour; the school's information about the performance of teachers; the school's improvement plans; and evaluation of its work. Information relating to attendance and safety was also seen.

Inspection team

Jill Thewlis, Lead inspector

Additional Inspector

Full report

Information about this school

- Bramley is a much smaller than average-sized school. The 36 children in the pre-school attend on a part-time basis. Children in the Reception class are all full time.
- The number of pupils supported by the pupil premium (additional funding provided by the government for pupils eligible for free school meals and children who are looked after) has declined this year. The current proportion, about 4%, is much lower than the national average.
- There are fewer disabled pupils or pupils with special educational needs in the school now than previously. The figure, currently at 4%, is much lower than found nationally.
- The current headteacher is retiring at Christmas. A new headteacher has been appointed to take over in the new year.

What does the school need to do to improve further?

- Improve teaching and raise standards, especially in mathematics, by:
 - ensuring that the activities pupils are given provide greater challenge to help them develop their thinking skills
 - providing opportunities for all pupils, but especially the most able, to apply their skills in mathematics to other subjects, and to engage in more problem-solving activities.

Inspection judgements

The leadership and management are good

- Senior leaders have ensured that good teaching has been consistent in delivering high levels of achievement. They routinely check the progress of pupils, and where support is needed, it is quickly provided. Consequently, no groups of pupils fail to make good progress.
- Those responsible for leading English and mathematics follow closely the progress of pupils in their subjects. Alongside the headteacher, they have identified clear priorities for improvement. There has been a strong focus on English recently, and this is shown in improved progress and attainment across the school.
- The headteacher is responsible for special educational needs. She has developed a new recording system which keeps the information about individual pupils in one place. Progress is checked regularly, and effective support is put in place where needed. This additional support has helped pupils with special educational needs to make good progress, especially in reading and writing.
- There are few disadvantaged pupils in the school. Their progress is regularly checked, and where necessary, good support is provided. These pupils all have the same opportunities to succeed as other pupils in the school.
- The performance of teachers is rigorously checked. All teachers have targets which are clearly linked to their performance, and pay rises are awarded accordingly.
- The spiritual, moral, social and cultural development of pupils is good. Core values underpin all aspects of the school's work. Pupils are very aware of these values and contribute their thoughts to the 'values tree'. For example, to support the value of kindness, one pupil wrote, 'When my friend was sad, I cheered him up.' A programme of well-planned assemblies gives pupils opportunities to reflect. There are good links with the local church and with the wider community. Pupils communicate with a school in Africa and regularly fundraise to provide fruit for the pupils there. They are well prepared for understanding about life in modern Britain.
- The school provides a broad and well-balanced curriculum. Subjects are taught in themes or topics, and pupils have many opportunities to practise their writing in subjects other than English. Pupils say they enjoy their learning. This helps them to behave well and make good progress.
- The sport premium funding is well used. Staff have received training and feel more confident in delivering good lessons in physical education. Pupils are learning about fair play and teamwork because they have more opportunities to take part in competitive sport, for example football and tag rugby. New equipment has been purchased so that pupils are more active at breaktimes and lunchtimes. As a result of cricket coaching, a group of pupils joined the local club.
- School has been a focussed support school since May 2014. Prior to that, the local authority provided light touch support. This has included training and advice to the governing body. As a result, governors have become better able to challenge the school's leaders effectively.
- Parents are wholly supportive of the school. One commented, 'My child recently left the school. He has settled easily into the junior school because of the care and support provided at Bramley.'
- Safeguarding arrangements meet requirements. They are effective, pupils say they feel safe, and their parents agree that this is so.
- **The governance of the school:**
 - Governors provide effective challenge to the leaders of the school. They understand the school's strengths and weaknesses, including the quality of teaching. Governors make regular visits to the school and report their findings to the full governing body. They are present at school events and regularly appear in the playground. Parents are able to raise any concerns they have with governors. They ensure that the finances of the school are stable, meeting frequently with the bursar and checking that an annual audit is conducted. Governors are unequivocal about the link between performance and pay; members of staff do not receive pay rises unless performance merits it. Governors understand the impact of pupil premium but are less sure about how sports funding is used to benefit pupils. They ensure that safeguarding requirements are met and the school's systems are effective.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. There is mutual respect between the pupils and all the adults in the school. The school behaviour policy is applied consistently by all staff, and pupils understand and comply

with the system which rewards and sanctions where necessary. Pupils say, 'We sometimes fall out, but then we say sorry, and then we are friends.' Pupils are supportive of each other, as demonstrated by one pupil describing a friend who is 'really naughty but ... learning to be good'.

- In lessons, pupils listen attentively because they want to learn. In conversation, pupils say they are especially proud of their writing. Occasionally, if pupils remain seated for too long, they become fidgety, but not disruptive. Pupils are able to play and work collaboratively and without argument. The work in their books is neat and well presented.
- The new equipment in the playground promotes physical activity. Pupils return to lessons ready to learn because they have been active and used up their energy well.
- Displays around the school celebrate the work of pupils. The 'Forgotten Soldier' at Paddington Station has provided inspiration for an attractive, high-quality 'Remembrance Day' display of poppies. There is no litter in the school. The whole environment is kept clean and tidy.
- Attendance for all pupils and groups of pupils is above average, and pupils attend punctually. There have been no exclusions for a number of years.
- Relationships are positive. Pupils feel cared for. They know who to go to if they are worried.
- School records show there is no racist behaviour or bad language. Pupils' views support these records.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils and parents are agreed that the school is a safe place. The physical boundaries are well secured.
- There is an accurate understanding among pupils that bullying is persistent unkindness to others. Pupils know how to keep themselves safe, for example when crossing the road. They know not to play near ponds, 'because you might fall in'. The school's work with pupils to keep safe on the internet is effective. For example, pupils know not to share passwords. Several pupils commented that they could only use the internet at home if a parent or carer was present.
- Parents and governors are confident that pupils are safe. They express no concerns.

The quality of teaching is good

- Pupils make good progress because the quality of teaching is good.
- Teachers mark work and give pupils clear guidance as to how they can improve their work. Marking is particularly strong in Year 2. Pupils take good advantage of opportunities to make corrections to their work.
- Recent training in improving teachers' questioning methods has proved effective. Teaching methods have become more focused and are helping to deepen the understanding of pupils.
- Teaching assistants are used well because teachers give them clear guidance. They give good support to disadvantaged pupils and those with special educational needs, who are making similar progress to others in their classes.
- As a result of good phonics teaching, pupils are quickly able to apply their knowledge to read accurately and write unfamiliar words. Consequently, pupils enjoy reading. They understand the link between reading and writing. As one pupil said, 'The more you read, the more you write.'
- Pupils have many opportunities to write, and their work is marked diligently. Errors in grammar, punctuation and spelling are corrected, and pupils receive good guidance to improve. This contributes to the good progress they make in writing.
- Pupils do not have enough opportunities to use and apply their mathematical skills in problem-solving activities or in other areas of the curriculum. As a result, they are not encouraged to think hard enough, and progress is not as fast as in reading or writing.
- The activities given to pupils are sometimes too easy or too difficult. They do not always challenge pupils to develop strong thinking skills. This means that progress in this area is not as rapid as it could be.

The achievement of pupils is good

- At the end of Key Stage 1, pupils achieve more highly than others nationally in reading, writing and mathematics. Good progress is made in all year groups, from early years to Year 2, although more pupils make good progress in reading and writing than in mathematics.
- There is a consistent approach to the teaching of phonics across the whole school. This helps pupils to routinely achieve more highly than others nationally in the phonics screening check.

- Imaginative teaching encourages pupils to want to write. In conversation, both boys and girls say they enjoy English. For example, pupils say, 'I can use interesting words in my writing .. it inspires me to put more words in my writing.'
- Work in books shows that pupils make good progress in all their subjects, but especially in writing. Since September, pupils in Year 2 have improved their punctuation. They can now use commas, question marks and ellipsis confidently. Vocabulary is used appropriately, for example 'climbing stealthily' and 'struggling angrily'. Pupils are able to complete good-quality extended pieces of writing.
- Pupils' mathematics books show that they make good progress overall, but they are sometimes asked to complete work which is too easy. Their skills are not routinely applied to problem-solving activities, for example the use of mathematics is not evident in topic books.
- The most-able pupils are making good progress also, particularly in writing. They are able to apply their phonics skills well to their writing. They are not always challenged in their thinking, however, especially in mathematics.
- The performance of disadvantaged pupils is improving. In 2014, by the time they finished Key Stage 1, their achievement was broadly similar to the national average. However, they did not achieve quite as well as their classmates. More effective support has been put in place and they are now making similar progress to their friends in school.
- Disabled pupils and those who have special educational needs, are given work which is suited to their needs. They have access to a wide range of resources, including adult help. This helps them to make good progress.

The early years provision

is good

- The leadership of early years is good. The leader works well with the pre-school teacher. Consistent systems have been established, enabling the children to make good progress across the setting, leading to more children achieving a good level of development than is expected nationally.
- Children enter the early years with skills and abilities typical for their age. As a result of good teaching, they are well prepared to enter Year 1 with no gaps in knowledge between the different groups. Effective communication between early years and Year 1 means children settle easily into Year 1 and there is no loss of learning.
- Children have good attitudes to learning because the activities provided are enticing. They are able to concentrate and persevere. Independence is encouraged, and their resources are labelled and easy to find. In pre-school, children are already correctly identifying initial sounds. For example, two children were playing a guessing game; one had a picture of a donkey and said, 'My picture begins with a 'd'.' Children are able to play collaboratively, as seen with a group of boys making a spaceship out of bricks. When it fell apart, there were no recriminations; they said, 'We can rebuild it even better.'
- Children have a range of activities to choose from which develop and build on their skills. There is good communication between the pre-school and the Reception class. Consequently, there is a consistent approach to teaching and this helps children make good progress.
- The outside area is shared. Children can choose to learn inside or outside. In the large outside space, activities are provided which motivate and challenge the children. However, the activities do not provide sufficient opportunities to more fully develop children's mathematical skills.
- Awareness of other cultures is developed well, for example through the story of Divali. In one case, following a workshop, children were able to recall key parts of the story. They had a wonderful time making saris out of lengths of sparkly fabric.
- Parents speak highly of the teaching and communication. They are confident that their children are learning both socially and academically. Learning logs are shared every week.
- Staff have high expectations of behaviour, and children behave impeccably. Routines are clearly established and understood by the children, and they feel safe.

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

Unique reference number	125243
Local authority	Surrey
Inspection number	443773

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

Type of school	Infant
School category	Voluntary aided
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	83
Number on roll in pre-school	36
Appropriate authority	The governing body
Chair	Matthew Kelynack
Headteacher	Angela Champness
Date of previous school inspection	18–19 March 2010
Telephone number	01483 892346
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