

Bosbury CofE Primary School

Bosbury, Ledbury, HR8 1PX

Inspection dates 22–23 January 2014

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Pupils who are disabled or who have special educational needs make excellent progress, often from low starting points. There is an above average proportion of these pupils in school.
- The most able pupils are challenged effectively. This level of challenge stretches their learning and makes the most of their talents so that they make rapid progress.
- Whatever their starting points, pupils are able to make good progress as they go through school. Care is taken to ensure that the needs of every pupil are addressed.
- Even in year groups where attainment has been low, pupils have made rapid progress from when they joined the school because they have been committed to working hard and doing their best.
- Teachers use detailed information on the progress of each of their pupils to ensure that all are doing the best they can. They motivate pupils through their passion for learning.
- The behaviour of pupils both in and out of class is exemplary. Pupils realise that their positive attitudes contribute to the 'can-do' school ethos.
- Pupils are very positive about their school and are very proud of it. They enjoy their learning considerably. Pupils get on very well with each other and with adults.
- Over time, leadership has been inspirational. School leaders have been focused on school improvement. Issues identified at the last inspection have been addressed very effectively.
- The monitoring of teaching, planning and marking is thorough and ensures that all staff adhere to the school's expectations. This is always focused on helping pupils to do their very best.
- There is strong support for the training of staff. This has contributed to the outstanding quality of teaching and high quality support provided by teaching assistants.
- Governors have a detailed understanding of their role in supporting and challenging the school. They use their expertise to ensure that all of their responsibilities are carried out effectively in a way that fully supports school improvement.
- The work accomplished by pupils in lessons and in their books is of a high quality.

Information about this inspection

- Teaching was observed in seven lessons, so that every teacher was seen. The observations were carried out jointly with the acting headteacher.
- The inspector held meetings with the acting headteacher, teachers with specific responsibilities, the Chair of the Governing Body and other governors. A telephone conversation was held with a representative of the local authority.
- The views of parents were gathered from 12 responses to the on-line Parent View questionnaire and from talking to parents at school at the end of the day.
- The views of pupils were gathered from a meeting with school councillors, from discussions in lessons and throughout the inspection.
- Discussions were held with staff to gather their views throughout the inspection.
- The inspector looked at pupils' books, undertook a detailed review of work from each class, and listened to some pupils read.
- A range of written evidence was scrutinised, including evidence on the progress of pupils throughout the school, teachers' planning and assessment, the school's self-evaluation and improvement planning, and a range of policies and procedures, including those for safeguarding.

Inspection team

Martyn Groucutt, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is much smaller than the average primary school. Individual year groups are small and there are mixed-age classes throughout the school.
- The proportion of pupils supported through the pupil premium (additional government funding for certain groups, such as pupils known to be eligible for free school meals, or who are in the care of the local authority for example) is much lower than average.
- The proportions of pupils from minority ethnic groups, or who speak English as an additional language, are both very much lower than average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is well above average, while the proportion supported at school action plus or with a statement of special educational needs is broadly average.
- The school meets the government's current floor standards, which represent the minimum expectation for progress and attainment in English and mathematics.
- The previous headteacher, who was a national leader in education, left the school a few weeks ago at the end of the Christmas term in order to become one of Her Majesty's Inspectors.
- The acting headteacher had been in post for 18 days at the start of the inspection, her permanent role being that of deputy headteacher. She will lead the school until the arrival of the new headteacher.
- The school is a National Support School, providing help and assistance to other schools. It is also a school used to support the training of aspiring headteachers undertaking the National Professional Qualification for Headship.
- Separate pre-school provision is provided on the school site but it is not controlled by the governing body and is subject to a separate inspection by Ofsted.

What does the school need to do to improve further?

- Ensure that the preparation undertaken by senior leaders to meet the requirements of the revised National Curriculum from September 2014 forms the basis for staff training in coming weeks to enable the school to maintain its exceptional standards.

Inspection judgements

The achievement of pupils is outstanding

- Pupils make rapid progress, which is always at least good and often outstanding, from their individual starting points. This reflects a strong commitment to equality of opportunity for all. Year groups, where attainment has been low, have contained a high proportion of pupils who have special educational needs.
- Over time, a majority of children enter Reception with levels of skills generally in line with those expected. Strong progress is sustained through the school to the end of Year 6, when those who are able to, have reached standards well above those expected nationally. All pupils are well prepared for the move to secondary school.
- Standards have risen in Key Stage 1. The proportion of pupils achieving expected levels in mathematics was above those found nationally in 2013, while in English it was well above. As they move through the school, increasing proportions of pupils are reaching higher levels across all areas of learning.
- In Key Stage 2 there has been a high percentage of pupils in recent years who have found learning more difficult. This has had led to lower attainment in English and mathematics than has previously been the case. In the most recently published Year 6 figures, although attainment was well below that found nationally, this small group of pupils made rapid and accelerated progress. As a result, the gap in attainment between these pupils and all pupils nationally narrowed.
- The achievement of the most able pupils has been a particular focus for improvement since the previous inspection. There is now strong challenge in lessons that stretches and helps pupils to do their best. These pupils are supported by a specialist teaching assistant and the range of stimulating activities that they enjoy has promoted high standards, reflected in the quality of pupils' learning in the current school year.
- Disabled pupils, those who have special educational needs, the small number from minority ethnic backgrounds, and those who speak English as an additional language, have their individual needs identified quickly and they receive excellent support from teaching assistants. As a result, they make rapid progress.
- Pupils who receive help from the pupil premium funding also make rapid progress. Much of the funding is used to support one-to-one tuition, or enhanced teaching assistant time for specific activities. Although Year 6 pupils supported by the pupil premium funding in 2013 were about a year behind their classmates in both English and mathematics, every one of them made at least good progress from their very low starting points. For current pupils supported by the additional funding, the attainment gap between them and other pupils is narrowing quickly and in some years has disappeared altogether.
- Reading is promoted very strongly and pupils benefit from the excellent use of phonics (the understanding of letters and the sounds they make) in developing their skills. In the first year of national testing of phonics in 2012, the results from the school were below those found nationally which led to a review of practice. In 2013, 93% of Year 1 pupils reached the expected standard and this was extremely high. Year 2 pupils who had not done as well as hoped in the phonics test the previous year, far exceeded the expected standard in their reading.
- Sport and recreation are strengths of the school. The additional sports funding is supporting

teachers in developing their skills to sustain high quality provision for pupils.

The quality of teaching is outstanding

- Teaching has improved since the previous inspection because more attention is given to challenging the most-able pupils. Throughout the school, teachers and their teaching assistants work together in outstanding teams with high expectations that produce learning of a high standard.
- The focus on learning begins in Reception. In these classes, there are many opportunities for constructive play coupled with an increasing emphasis on preparing to learn as the year progresses. This includes a focus on phonics and mathematics to prepare children for starting to follow the National Curriculum.
- Pupils become confident and mature learners. Their ability to think is promoted by excellent questioning in lessons. Pupils often take opportunities to discuss and ask each other questions. Even Year 1 pupils were seen asking each other questions about their favourite day out, and receiving full replies. By Year 6, pupils were advancing arguments about who has been the greatest ever scientist, bringing together arguments from both science and history.
- Specific skills in English, communication and mathematics are taught exceptionally well. There are increasing opportunities for pupils to demonstrate a deeper understanding of these skills as a result of the themes and topics taught.
- Careful planning takes into account the detailed information gained by the termly monitoring of pupils' progress. Regular, detailed marking includes advice to pupils on how to improve their work. Teachers give pupils time to make improvements, which encourages their learning. The presentation in their books reflects pupils' pride and effort in their work.
- The extremely effective way that teachers use the individual pupil information they have supports the rapid progress made by those who are disabled or have special educational needs, and those who benefit from the pupil premium. The progress of these groups is much faster than that of similar pupils nationally.
- Technology, including the use of interactive whiteboards and laptops, supports the quality of teaching. The recent introduction of tablet computers has proved to be an extremely useful learning tool.
- Detailed plans are in place for the coming term to implement the changes to the National Curriculum that will be introduced next September.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour is outstanding. They are inspired to learn and they show commitment to doing their best in all year groups. Often this is work undertaken in a cooperative way, seen in the excellence of discussion and questioning that produces a buzz of learning activity in classrooms. Pupils really enjoy their learning and are committed to being successful.
- Pupils' attitudes to each other and to adults, including visitors, are mature. This includes an ability to listen to views different from their own as part of informed discussion. These attributes lead to extremely positive views, commitment and high standards in formal learning and during the many activities such as sport or the arts, in which very high numbers participate.

- The school's work to keep pupils safe and secure is outstanding and parents are all very positive about safety. Pupils say they feel very secure in a school where everyone gets on so well together. They understand bullying has different forms but insist that in such a happy community it is not an issue.
- Issues related to internet safety, cyber-bullying and the misuse of social networking sites are understood well by pupils who say these themes are covered well in lessons.
- There is a clear behaviour policy which has the full support of parents, pupils and staff. Its effective implementation underpins the working of a very positive learning community where everybody's contribution is valued.
- Over time, the school has worked extremely hard to promote attendance, which currently stands at 97.4%. This not only reflects the successful outcome of the school's work with some families, but also the sheer enjoyment of school felt by pupils.

The leadership and management are outstanding

- The former headteacher, who left just before the inspection, and her deputy (who is now the acting headteacher for the rest of this term) have created a clear and focused commitment to ensuring all pupils succeed. All staff have united in creating a vibrant school where the high expectations seen at the time of the last inspection have been sustained.
- Effective systems for monitoring teaching, planning and marking support the management of the performance of teachers and teaching assistants. Staff are given annual performance targets which are supported by good opportunities for training.
- Accurate self-evaluation by leaders ensures that improvement planning identifies key priorities, based on maintaining the exceptional standards of the school. Targets for staff ensure that their training is linked to these priorities, so that the needs of the school and its staff are both taken into account.
- Teachers are well aware of what is required of them to move to the higher pay scale. The published pay policy acknowledges clearly the expectation of a direct link between teacher performance and pay.
- The curriculum successfully supports the learning of all pupils, irrespective of their starting points or academic ability. Learning is extended through a wide range of clubs, visits and visitors. An extremely positive element of school life is music-making. Very large numbers of pupils sing in the choir, play in one of the orchestras or learn an instrument. This is a good example of the school's strong promotion of pupils' spiritual, moral, social and cultural development.
- Safeguarding arrangements are extremely rigorous, including detailed risk assessments of activities. There are positive relationships between the school and a range of other professionals, such as educational psychologists or therapists, who support pupils in a range of ways.
- Parents and carers are very supportive and there are strong links with the school, including a newsletter sent to them weekly.
- The local authority provides light-touch support as and when needed, for example providing good quality governor training. It undertakes an annual risk assessment of its schools and rightly

identifies Bosbury as 'low-risk' because of the outstanding progress made by all pupils.

■ **The governance of the school:**

- Governance is highly effective. All legal responsibilities are fully carried out, including those for safeguarding. There is a good level of expertise among governors which enables them to challenge the school effectively. Governors are fully committed to maintaining the success of the school. They undertake effective financial monitoring, including a detailed analysis of how the pupil premium and sport funding are spent and their impact on pupils' achievement. Governors have a detailed understanding of the quality of teaching. They know the areas of responsibility of different staff because they visit the school regularly to observe learning and meet with staff. Challenging targets are set for the headteacher and clear arrangements are in place to support the new headteacher when appointed. Governors have a good understanding of the links between teachers' pay and the quality of their teaching, and the procedures for dealing with any teaching that is less than good. They have a good understanding of how their school's performance compares with that of others. Where needed, they have benefitted from good training provided by the local authority.

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	116785
Local authority	Herefordshire
Inspection number	440421

This inspection of the school was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 under the same Act.

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	140
Appropriate authority	The governing body
Chair	Robert Lane
Headteacher (Acting)	Sarah Smith
Date of previous school inspection	2 March 2011
Telephone number	01531 640276
Fax number	01531 640276
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