

Breamore Church of England Primary School

Salisbury Road, Fordingbridge, SP6 2EF

Inspection dates 29–30 January 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	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.

- Since the present headteacher's arrival there have been rapid improvements. The headteacher, staff and governors have had a positive impact on the quality of teaching and the achievement of pupils.
- Effective provision in the early years ensures that children are well prepared for learning in Year 1. Pupils continue to make good progress in Key Stages 1 and 2.
- The school's performance in the 2014 Year 1 screening of pupils' knowledge of the sounds that letters make (phonics) has been exceptional. It was in the top 2% of schools in the country.
- By the end of Year 6, in 2014, a majority of pupils attained above the national average in writing and mathematics.
- Regular checks are made on the progress pupils make and effective support is provided for those who need to catch up.
- Pupils behave well in school. This is a caring school where pupils say that they like the family ethos. Pupils are taught to keep themselves safe both in and out of school.
- Pupils' spiritual, moral, social and cultural development is strong. The school promotes British values well. The range of subjects the school teaches is broad and balanced. Pupils benefit from a range of exciting trips and clubs.
- Good teaching ensures that pupils of all ages and abilities do well. Marking is of a high quality throughout the school.
- Parents are highly supportive of the school. They like the way that the school involves them closely in their child's learning.

It is not yet an outstanding school because

- Not enough pupils make better than expected progress in reading in Key Stage 2.
- New middle leaders are still developing their roles; as a result succession planning is not as strong as it could be.

Information about this inspection

- The inspector observed 12 lessons and part lessons, the majority of which were observed jointly with the headteacher. In addition, the inspector heard pupils reading in Year 2 and Year 6.
- Books in every year group were scrutinised, including children’s work in the early years provision.
- Meetings were held with a group of pupils, the Chair and other members of the Governing Body and school staff. There was also a discussion with a representative from the local authority.
- Inspectors took account of 45 responses to the online questionnaire, Parent View.
- Inspectors observed the school’s work and analysed a large range of documents and policies, including the school’s own data on pupils’ current progress and its planning and monitoring documents. Records relating to behaviour, attendance and safeguarding were also examined.
- The views of staff were analysed through the 11 responses to the staff questionnaire.

Inspection team

Liz Bowes, Lead inspector

Additional Inspector

Full report

Information about this school

- Breamore Church of England Primary School is smaller than the average-sized primary school.
- The proportion of disadvantaged pupils who are supported through pupil premium funding is below average. This additional funding is allocated to those pupils known to be eligible for free school meals and pupils who are looked after. There are very few pupils eligible for support in Year 6.
- The proportion of disabled pupils and those with special educational needs on the school roll is lower than average. There are currently no pupils with an education, health and care plan.
- The vast majority of pupils are of a White British background.
- In 2014 the school met the government floor standards which are the minimum expectations for pupils' attainment and progress.
- The school runs a breakfast club each morning.
- Children in the early years provision attend full time.
- Since the previous inspection in 2013 there has been a new headteacher and a 50% turnover in staff.
- The school has been supported by a local leader of education from Hazel Wood Infant school.

What does the school need to do to improve further?

- Increase the proportions of pupils who make better than expected progress in reading in Key Stage 2, by:
 - ensuring that all pupils are fully challenged to regularly read a range of different texts
- Strengthen leadership and management by ensuring:
 - new middle leaders develop their roles and hence become more integral to the successful running of the school.

Inspection judgements

The leadership and management are good

- Since her arrival in 2013, the headteacher has created a culture of rapid improvements. She has shown drive and determination to improve the quality of teaching and raise achievement.
- The school's evaluation of its own work is accurate and is used to drive further improvements. There is an effective system for regularly tracking how much progress each pupil makes.
- The curriculum reflects pupils' interests well. Within a variety of topics literacy and numeracy skills are carefully developed. Pupils' social, moral, spiritual and cultural development is good. There is an extensive range of clubs that enable pupils to develop their interests. British values are well promoted. Pupils are taught about democracy, for example they vote for members of the school council. They learn about the rule of law from the local police. Pupils learn that discrimination is not acceptable. The school promotes equality of opportunity for all. Leaders ensure good relationships with all members of the school community.
- Pupils are given a good awareness of careers. For example, pupils in Years 5 and 6 found out what it was like to be a computer game designer. They went to Winchester University and designed computer games with the guidance of university lecturers.
- Additional pupil premium funding has been used effectively to support disadvantaged pupils. Leaders monitor the progress of disadvantaged pupils very carefully. The result is that throughout the school there are almost no gaps between their attainment and that of their peers.
- Primary physical education and sports funding is used effectively to support training and competitions. The impact of this has been that there is a wider range of sports on offer, including swimming, rugby and fencing. Some pupils are becoming very successful in sports such as cross-country. Most pupils are now participating in a greater range of sports and this is improving their physical well-being.
- At present middle leaders are still developing their roles, as a result succession planning to ensure the successful running of the school is still developing.
- The local authority has had a significant impact. It has provided assistance with improving the quality of teaching and moderation of standards. It now provides only a light touch support.
- The school has effective arrangements for safeguarding pupils which meet statutory requirements.
- **The governance of the school:**
 - The governing body has responded quickly to the review required from the last report. It has reconstituted and now follows a clear action plan. Governors are well trained and are keen to make sure that they have a visible presence with parents as well as pupils and staff. Initiatives such as the 'governor at the gate' where parents talk to governors at the end of the school day ensure that they are well informed.
 - Governors ensure that they provide the school with adequate challenge as well as support. They are very well aware of how the school performs when compared with national figures.
 - Governors know about the quality of teaching. They know about the challenging targets set for teachers and make sure that there is a close link with the progress of pupils and teachers' pay increases. They have provided support to the headteacher in tackling underperformance.
 - Governors effectively check on current safeguarding requirements.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good.
- Pupils are caring towards each other. Many reported that they like the family ethos of the school, for example at lunchtimes older pupils sit with younger pupils. Younger pupils reported how much they liked the buddy system, when new pupils are given an older buddy to look after them when they start school.
- Pupils are polite and helpful around school. In classes they usually have good attitudes to learning, they listen carefully to the teacher and work well together. Pupils say that behaviour in the school is good and school records show consistent improvement.
- The school promotes pupils' social skills well. Pupils have a range of responsibilities, including running the office at lunchtime when they answer the phone.
- Pupils have a good moral awareness. They know the difference between right and wrong. They are keen to protect the environment and many take the role of 'eco-warriors' seriously.

- Cultural development is promoted through a deepening understanding of the diversity of the world. For example one pupil said, 'I enjoy the cookery club as I get to make different food from different countries.' The school also has growing links with a Ugandan school.
- Spiritual awareness is carefully developed through the close links with the local church as well as other religious establishments.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils say that they feel safe at school. They have had training to keep themselves safe in a range of different settings. The junior road safety officers take their role seriously and advise other pupils about the dangers of the road. Pupils say that they know about keeping safe on railways. Many know what to do if there was a fire or other emergency. The school has ensured pupils know about keeping safe on the internet.
- Pupils report that there is no bullying in school. They know about the different forms that bullying can take including cyber-bullying. School records confirm that bullying is rare and teachers are able to quickly resolve any potential issues.

The quality of teaching is good

- Teaching has improved since the last inspection and its impact on reading, writing and mathematics is now good. Teachers make clear to pupils what they want them to achieve at the end of each session and as a result progress is good and improving consistently.
- There are strong and supportive relationships between staff and pupils which enable pupils to try their best.
- Teaching assistants are well trained and work closely with teachers. They support those pupils who are disabled or have special educational needs or who are at risk of falling behind.
- Teachers mark pupils' work with care. As one pupil said, 'when the teacher marks my work they tell me how to do that little bit better.' Many pupils respond to the teachers' comments and tell the teacher how easy or hard they found a piece of work. The quality of assessment is good and teachers carefully adapt their teaching to take account of any problems that pupils may have.
- Books are well presented. Pupils have increasing opportunities to use their English and mathematical skills in other subjects of the curriculum.
- The walls around the school demonstrate the range of activities that pupils have enjoyed over the last year. Displays challenge pupils to think carefully about everyday concepts and how they apply to writing and mathematics. For example, one display about different time zones challenged pupils to think what time it was in the United Kingdom at a given time in Sydney, Australia. Other displays in classrooms reinforce key concepts in English and mathematics. As one pupil said, 'if I get stuck in the middle of a sentence I look on the wall display to find a good connecting word.'

The achievement of pupils is good

- Pupils at the end of Key Stage 2 achieve above the national average in reading, writing and mathematics.
- Strong leadership has contributed to the trend of improvements in Key Stage 1. There is an effective focus on developing mathematics skills throughout the school. In 2014 the school was in the top 2% of schools nationally for the phonics (the sounds that letters make) reading check. The impact of this is that pupils now achieve above the national average in reading, writing and mathematics.
- In Key Stage 2 pupils do well and achieve above the national average in writing and mathematics. Because pupils do not make more than expected progress in reading they only achieve in line with the national average. This is because they are not always challenged to regularly read a range of different texts. Current data for Year 6 indicate that the improvements in standards are set to continue.
- There are too few pupils eligible for pupil premium funding to report their attainment without them being identified. In Year 6 in 2014 there were no pupils who were eligible. However, the school makes good use of the funding in the different year groups. Gaps in attainment are very small between disadvantaged pupils and their peers. School records show that in the different year groups disadvantaged pupils often make better progress in reading, writing and mathematics than their classmates.
- The most able pupils in the school achieve well although there were too few pupils in 2014 in Year 2 and

Year 6 to report their attainment without them being identified. Over the last few years in Key Stage 1 the proportions obtaining the higher levels have risen and are above the national average in reading and mathematics. The proportions obtaining the highest levels in Key Stage 2 over time are also above the national average in reading, writing and mathematics. The impact of a local collaboration with a secondary school has been very positive on the proportions of pupils who achieve the highest Level 6 in writing and mathematics.

- The number of disabled pupils and those with special educational needs is low. The school provides well for these pupils and they make good progress as a result of the support they receive from teachers and teaching assistants.

The early years provision

is good

- Children enter the Reception class with skills and abilities which are in line with those found typically for their age. They have good personal, social and emotional skills and when they come into school many are confident to start learning. They make good progress and at the end of Reception the number of children achieving a good level of development is above the national average. All children are well prepared to start Year 1.
- Any child who is disabled or has special educational needs is quickly identified and given appropriate support.
- Parents are very complimentary about the support that their children receive. They praise the home visits which provide teachers with a valuable insight into a child's interests. Since the last inspection the provision now has a computerised tracking system which enables both staff and parents to regularly track and comment about a child's progress. As one parent said, 'even if I am away from home I can log in and see what my child has been doing.'
- British values are taught from an early age. During the inspection children were introduced to the concept of democracy when they all voted for the name of the large cardboard dinosaur.
- Children behave well in the Reception class; they have good attitudes to learning. They know how to keep themselves safe and all who were spoken to say that they felt safe at school.
- Leadership of the early years provision is strong. Teachers and teaching assistants work closely together to effectively promote children's learning. Children learn through a range of exciting and interesting topics. Events such as the grandparents' tea party give opportunities to develop their writing skills as children wrote the invitations.

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	116275
Local authority	Hampshire
Inspection number	453660

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	103
Appropriate authority	The governing body
Chair	Paul Millard
Headteacher	Emma Clark
Date of previous school inspection	6 March 2013
Telephone number	01725512286
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