

Bream Church of England Primary School

High Street, Bream, Lydney, Gloucestershire, GL15 6JW

Inspection dates 28–29 January 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Requires improvement	3
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement.

- Pupils make the progress expected by national comparisons but a smaller proportion of pupils than nationally make good or better progress, especially in mathematics.
- Lower ability pupils and some disadvantaged pupils are not catching up fast enough.
- Although improving, the quality of teaching is uneven across year groups and across subjects.
- Across the school, teachers' expectations for pupils' learning and behaviour are not always high enough.
- Teachers do not always check in lessons whether activities are too difficult or too easy to enable pupils to make good progress.
- Teaching in the early years does not ensure children make consistently good progress. This is because activities are not always challenging enough.
- Pupils know their learning targets in reading, writing and mathematics but they are not always clear about how to reach them.
- Many pupils do not spell words accurately or use the correct punctuation when writing in English and other subjects. This includes the words and punctuation that they already know.
- The misbehaviour of a very small number of pupils in a few lessons interrupts the learning of others.
- The school's leadership has been slow to improve the quality of teaching in mathematics. As a result, improvement to pupils' achievement since the previous inspection has been slower than in reading and writing.

The school has the following strengths

- On her return after a long period of absence, the headteacher, supported by the local authority and governors, has taken immediate and effective action to improve behaviour, teaching and pupils' achievement.
- The acting special educational needs leader has implemented improvements to teaching that are enabling disabled pupils and those who have special educational needs to make faster progress this year.
- Actions to improve teaching and pupils' learning in reading and writing are being successful. Subject leadership is focused and effective.
- The acting deputy headteacher, in a short time, has provided effective support in improving teaching and standards of behaviour.
- Pupils have good opportunities to take part in sport and sporting events.

Information about this inspection

- Inspectors observed teaching in 14 lessons taught by ten teachers, five with the headteacher. In addition, they made a number of short visits to lessons to observe work in mathematics, reading, writing, science, religious education, physical education and art.
- The inspectors looked at past and current information about pupils' progress and the work of past and current pupils in books and on display.
- The inspectors also looked at the school's own assessments of its strengths, school improvement planning and documents relating to behaviour and safeguarding.
- The inspectors met formally with small groups of pupils as well as meeting pupils informally at playtimes and lunchtimes to talk about their learning and to find out what they thought of the school. Inspectors also met with staff, a group of governors and representatives of the local authority.
- Inspectors talked to parents informally at the start and end of the school day. They considered 34 responses to the online questionnaire (Parent View) and also took account of the school's own recent survey of parents.
- The inspectors took note of 20 staff questionnaires.

Inspection team

Georgina Beasley, Lead inspector

Additional Inspector

Geeta Verrell

Additional Inspector

Full report

Information about this school

- Bream Church of England Primary School is smaller than the average-sized school.
- Almost all pupils are from White British backgrounds. A very few pupils are from Romany Gypsy backgrounds.
- Very few pupils speak English as an additional language.
- The proportion of disadvantaged pupils supported by the pupil premium is average. This is additional government funding provided to give extra support to those pupils known to be eligible for free school meals and to children who are looked after.
- The proportion of disabled pupils and those with special educational needs is average.
- Reception-aged children are taught together in one class and attend full time.
- The school meets the government floor standards, which set the minimum expectations for pupils' progress and attainment in reading, writing and mathematics.
- The privately managed preschool that runs on the school site was not inspected at the same time as the school.
- There has been considerable disruption to the senior leadership since the previous inspection. There is now a full senior leadership team in school. The headteacher returned to school after almost six months sick leave at the end of April last year, and the deputy headteacher's absence since November is being covered by an acting deputy headteacher for three days each week.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is good or better in all year groups and subjects by ensuring:
 - teachers have high expectations for the progress and behaviour of all groups of pupils
 - checks of pupils' understanding in lessons result in the additional support and/or challenge required to speed up progress.
- Improve pupils' attitudes and achievement by setting clear expectations and helping pupils to understand how to:
 - improve their learning by ensuring they have a good understanding of their targets
 - always use the correct spelling and punctuation in all of their writing.
- Strengthen the leadership and management of mathematics by ensuring that improvements are resulting in good progress across the school, especially for pupils with lower ability and for disadvantaged pupils.

Inspection judgements

The leadership and management

requires improvement

- Leadership and management, including in the Early Years Foundation Stage, requires improvement. This is because it has not improved quickly enough since the last inspection. Checks of the quality of teaching and pupil progress were less regular last year. The slowing of pupils' progress and decline in the quality of teaching was not picked up until the headteacher's return to work in April last year.
- The leadership of mathematics requires improvement. Actions to improve teaching in mathematics are more recent than in English, hence the slower rate of improvement. Subject leaders are now effectively making regular checks of pupil progress in English and mathematics. This has resulted in support being put into place for pupils who are falling behind this year and has improved achievement.
- On her return after her extended absence, the headteacher has taken immediate action to improve the quality of teaching. As a result, progress is improving in some year groups, for less able and disadvantaged pupils and throughout the school in mathematics. Checks of teachers' performance resulted in support and training that is beginning to raise standards and speed up progress once again. Outcomes of this monitoring of teachers' performance inform the governing body's decisions about their pay and how to allocate finances to ensure all children benefit from improved teaching.
- Good leadership for special educational needs is resulting in pupils' faster progress this year. This year a detailed action plan of support and subsequent check has been implemented and is working effectively to improve provision.
- The school uses the additional funding for the pupil premium to employ teaching assistants to support the learning of disadvantaged pupils in lessons and to ensure they are able to take part in all activities in school and after-school activities. Leaders and governors check closely and regularly that the funds are making the planned difference to progress and extra-curricular experiences.
- The sports coach, employed with additional sports funding from the government, works alongside teachers to teach physical education and sports lessons. Governors' monitoring shows that this has improved pupils' skills and the quality of teaching.
- The curriculum provides suitable opportunities to promote equality and an understanding of diversity. Pupils have a developing range of opportunities to practise reading, writing and mathematics knowledge and skills to support their learning in other subjects, including history and science. Pupils have been involved in identifying the school's values and how these relate to the British values of respect, rights of individuals to be safe and agreeing to follow school rules. The pupils are appropriately prepared for life in modern Britain. All pupils are treated equally and are expected to respect the feelings and views of others. The school ensures that disabled pupils and those who have special educational needs are fully involved in activities.
- The local authority took immediate action in April last year to support the school in its renewed drive to improve pupils' attainment and progress in mathematics. Specialist teachers work alongside teachers in school to demonstrate how to build pupils' learning through relevant and challenging activities. It part-funds, with the governing body, the acting deputy headteacher in order to sustain improvement during the substantive deputy's absence.
- Leaders ensure all current safeguarding requirements are met. Senior staff and governor representatives have attended relevant training to ensure staff undergo all suitability checks. Governors ensure that all risks are assessed regularly and that all emergency equipment is in good working order. The security of the front entrance has been improved. A five-year buildings plan has been developed to ensure a rolling program of repairs and improvement to the accommodation.
- **The governance of the school:**
 - Governors have a good understanding of pupil progress information and the quality of teaching. This ensures that they are able to challenge the school and to make decisions about staffing and resources. Governors use the information to reward good and to tackle weak teaching.
 - Governors check that additional funds for the pupil premium, used to pay for extra support from teaching assistants, are making the planned difference to progress. They are making a strong and positive contribution to improvement planning this year.

The behaviour and safety of pupils

requires improvement

Behaviour

- The behaviour of pupils requires improvement. A few pupils distract others from getting on with their work by turning around to chat or by calling out. This slows learning.
- Expectations are not always high enough for pupils to always take care to spell words they know accurately and use the correct punctuation in their writing. As a result, writing contains too many mistakes.
- Behaviour is, however, improving as a result of a renewed drive to establish with pupils the rules for good behaviour. Pupils generally behave responsibly when they go into class from play or after assemblies and physical education lessons. Pupils say that there are incidents of misbehaviour on the playground but that these are sorted out quickly and do not overly concern them.
- The school records all incidents of unacceptable behaviour and follows the protocols for excluding pupils. There has been a marked improvement in the behaviour of pupils with behavioural difficulties this year.
- Pupils trained as peer mediators support their schoolmates well. They help younger pupils with their lunch and help others to sort out any minor fallouts they may have. Members of the school council play an active part in making decisions about school activities.

Safety

- The school's work to keep pupils safe and secure requires improvement. The school has reintroduced procedures for establishing the behaviour expectations. Pupils know what these are because they have been involved in agreeing the rules and so the large majority behave well. While a significant minority of parents have concerns about behaviour and bullying, inspectors found that behaviour is improving and bullying decreasing.
- Pupils say that a small amount of bullying exists but are confident that the school deals with it effectively. Pupils know that bullying is deliberately being unkind to others and that this behaviour is unacceptable. They know that name-calling, including that of a racist or homophobic nature, is unacceptable.
- Pupils who spoke to inspectors said that they feel safe. Pupils are clear about risks and about what they should do to keep themselves safe, including when using different technologies. Pupils are confident that they can talk to any member of staff if they have a concern and that any concerns will be dealt with quickly and to their satisfaction.
- Parents have supported the school's drive to improve attendance, which has risen since the previous inspection. It is now close to the national average. A very large majority of children come to school every day and on time.

The quality of teaching

requires improvement

- Teaching requires improvement because some teachers do not have high enough expectations of behaviour and the progress pupils can make. The school has implemented action plans which are monitored closely and resulted in improvement this year in most year groups. Nevertheless, improvement in pupils' achievement since the previous inspection has been slow in some year groups and in mathematics.
- Pupils know their targets but they do not always know how to reach them. When asked what they need to do to improve their learning, pupils typically say 'read more regularly', 'practise my handwriting', or 'do my homework'. Their understanding is not precise enough to help them improve.
- Too little focus is placed on expecting pupils to always spell words accurately and use the correct punctuation when writing in English and in different subjects. Consequently, pupils continue to make the same errors in subsequent pieces of work.
- Teaching is improving this year because when teachers set tasks for pupils they refer much more to the information they have about each individual's learning and progress. However, teachers do not always check early enough in lessons whether tasks are too easy or too difficult to help all pupils make good progress. Sometimes less able pupils struggle to complete tasks while pupils with more ability find them too easy. This can lead to these pupils not feeling sufficiently engaged by their learning.
- In mathematics, gaps in pupils' knowledge and understanding of numbers are not identified in all classes. As a result, less able pupils struggle with new learning and in applying what they know to solving problems.
- As a result of recent staff training, pupils are now being given the opportunity to use their mathematical knowledge and skills to solve real-life problems and to investigate how numbers work. Pupils say they enjoy these lessons because they help them to understand what they are doing and to solve harder

problems next time.

- Pupils enjoy reading and recognise how teaching is helping them to develop the skills they need to read more difficult books. Effective teaching of phonics (letters and the sounds that they make) helps younger pupils to work out words they have not read before. Older pupils scan and skim texts competently to find relevant information for their research in other subjects.
- Teaching assistants are deployed well and, working in partnership with teachers, understand what pupils are expected to do. They provide valuable individual support to disabled pupils and those who have special educational needs during whole-class teaching and small group activities to ensure that pupils understand fully what is being taught.

The achievement of pupils

requires improvement

- Pupils currently at the school, including the small numbers of Romany Gypsy children and those who speak English as an additional language, make expected progress in reading, writing and mathematics due to improvements in the quality of teaching this year. The number of pupils making good progress in reading and writing is close to other pupils nationally this year. While improving, the number making good progress in mathematics is still lower than other pupils nationally. Those pupils with below average knowledge and skills are not catching up fast enough.
- Pupils make faster progress in reading and writing than in mathematics because they spend more time applying and practising these skills in other subjects. Pupils read widely for interest and to find information for learning in other subjects. They express themselves clearly, using adventurous vocabulary and language and use increasingly complex sentence structures in their writing as they get older.
- Weaknesses remain in spelling and punctuation. This is partly because pupils' knowledge of phonics and spelling patterns is insecure and partly because pupils do not take enough care to always spell correctly words which they know.
- Disadvantaged pupils are only slowly closing the gap in attainment with their classmates and other pupils nationally. While the gap is narrower in younger year groups, the improvement still has to work its way through the school. At the end of Year 6 in 2014, pupils were about two terms behind other pupils nationally in reading, one term behind in writing and almost a year behind in mathematics. The gap between disadvantaged pupils and their classmates was less than seen nationally but was still about a term behind in reading and writing and about two terms behind in mathematics.
- The most able pupils make expected progress and a few make good progress. A growing number are reaching the levels of which they are capable because they are given greater challenge in some classes. The number of pupils that reached Level 5 last year in reading and writing was close to other pupils nationally but was below in mathematics. A few pupils reached well above average levels last year in writing and mathematics.
- Disabled pupils and those who have special educational needs make expected progress. Recent improvements to the quality of support for these pupils in lessons and when working on a specific piece of learning are resulting in a growing number making good progress this year.
- The sports funding is used effectively to provide good opportunities for pupils to take part in a varied range of sports and sporting events both in and outside school. In competitions, many teams have been successful because pupils' skills have improved.

The early years provision

requires improvement

- Children start in Reception with skills and abilities in all areas of learning which are typical for their age. Children make expected progress and have the knowledge and skills they need for learning in Year 1. Children are not always challenged to do even better to either catch up if they are behind or to gain knowledge and skills that are higher than those typically found for their age.
- Teaching requires improvement. Information about what children know and can do is not used well to plan precisely what children need to learn next. Adults plan interesting activities that children enjoy but the activities do not always ensure that children develop the knowledge and skills to help them learn as well as they can.
- Observations and records about their learning in 'My special book' show that children enjoy a range of activities. Adults do not always join in when children take part in activities that they have chosen themselves.. This slows down learning because children do not sometimes receive the guidance they need to consider what is happening and why, or to apply their learning to solve problems. For example, children enjoyed exploring ice in the water and watching it melt but adults were slow to encourage them to

consider how to apply what they have learnt to work out how to get ice more quickly out of a mould.

- Relationships between adults and children are positive. Children feel safe and are confident to ask an adult for help. Adults calmly encourage children to play and learn together and to take turns and share. Several parents expressed concern about behaviour in the Reception class. Inspectors found that children do not always behave well, especially when they are engaged in activities they have chosen themselves.
- Leadership requires improvement because teaching has not improved quickly enough since the previous inspection to help children to make good progress. Activities are checked for interest but not always how much difference they are making to children's learning.
- The school works closely with local preschools in order to get to know the children's personal and learning needs before they start school. This enables staff to start planning for any additional and special needs early.

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	115659
Local authority	Gloucestershire
Inspection number	453680

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	170
Appropriate authority	The governing body
Chair	David Penney
Headteacher	Elizabeth Chirgwin
Date of previous school inspection	29–30 January 2013
Telephone number	01594 562628
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