

Brockhampton Primary School

Brockhampton, Bringsty, Bromyard, Herefordshire WR6 5TD

Inspection dates

12–13 July 2017

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Inadequate

Summary of key findings for parents and pupils

This is a good school

- Since the previous inspection, the quality of teaching and learning has improved considerably. Across the school, teaching is good. In Years 2 and 3, it is particularly strong.
- In all year groups, pupils make good progress and academic standards at the end of key stages 1 and 2 are above average. Even so, there is scope for the most able pupils to reach even higher standards.
- The headteacher has a clear understanding of what constitutes effective teaching and learning. He leads the school with quiet determination and has been instrumental in bringing about sustained school improvement.
- Leaders nurture staff talent. They give opportunities to take on new responsibilities to those who demonstrate leadership potential. Consequently, leadership capacity within the school is much stronger than it was two years ago.
- Leadership of English, mathematics, science and information technology (IT) is effective and has resulted in marked improvements in teaching. The leadership of special educational needs and assessment has been steady handed but would now benefit from an injection of new energy to bring about further improvements.
- Provision in the early years is effective. Children are very well prepared for learning in Year 1.
- The interim academy board has provided level-headed governance that has steered the school in a positive direction. It ensures that statutory duties are met, but some aspects of record keeping are rather brief.
- Pupils are attentive to their teachers, polite to visitors and kind to one another.
- Pupils feel safe at school and report that considerate behaviour is the norm. Procedures for dealing with any problems work well.
- Attendance rates have risen and punctuality has improved. Very few pupils miss school or arrive late without good reason.
- Special events and exciting activities regularly enrich the curriculum. The school's facilities for outdoor learning are a notable feature.
- The support provided by other schools and education experts has proved beneficial. Through such support, the school has forged constructive links with other schools which have helped to lift expectations and raise standards.
- Parents express positive views about the school and the number of pupils on roll is rising.

Full report

In accordance with section 13(4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

What does the school need to do to improve further?

- Continue to strengthen the quality of teaching and learning by making sure that:
 - teaching in all classes provides sufficient challenge for the most able
 - the school's assessment system is put to equally effective use in all classes.
- Strengthen the impact of leadership and management on teaching by making sure that:
 - leaders for special educational needs evaluate the quality of extra support in order to refine aspects of teaching, including the work of teaching assistants
 - assessment leaders work closely with staff to ensure that agreed systems for checking on pupils' progress are operating with maximum effectiveness in all classes
 - records relating to governance include sufficient detail about decision making.

Inspection judgements

Effectiveness of leadership and management

Good

- Determined and effective leadership provided by the headteacher has been instrumental in lifting this school from special measures to its current good standing. He has set about the task with systematic efficiency, calm authority, high expectations, humility and good humour. He has held staff to account, given praise when deserved and made hard decisions when required. In short, he has done his best to get the best from everyone. Consequently, pupils leave Brockhampton Primary School ready for the demands of life and learning at secondary school.
- The headteacher has also taken action to build leadership skills across the school. All leadership roles have been reviewed and some responsibilities have been changed. Some of these changes have brought about swift improvements. The leadership of mathematics, science, art and information technology, for instance, has greatly improved. Behaviour management of pupils is consistent and the role of other leaders in long-term planning is developing.
- Elsewhere, in areas of special educational needs and assessment, key leaders have made strides forwards with initial developments. They have established whole-school systems that are fit for purpose. However, new momentum is now needed in order to keep an evaluative eye on how well these systems are actually working.
- The school provides a broad curriculum that is regularly enlivened by special events. Just recently, a school arts week involved pupils in weaving, printing, music-making and performance. A 'highway man' visited class 5 to inspire their writing and, during this inspection, older pupils returned from a residential activity trip and were preparing to put on a musical show. Outside in the school grounds, pupils take part in well-led forest school sessions that help them to test out their abilities, develop team skills and learn how to manage risks in a sensible way.
- Physical education (PE) is another area where, with the help of the primary PE and sport premium, leaders have made improvements. A specialist teacher visits regularly in order to work alongside staff to improve pupils' skills and increase their interest in physical activity. During this inspection, Year 3 and Year 4 pupils were observed honing their catching and fielding skills. It is clear that PE teaching has an appropriate focus on developing new skills while practising known skills.
- Other specific funds, such as the pupil premium and funding for special educational needs, are also spent effectively, resulting in better support and higher standards for targeted pupils.
- Woven through all of the school's work is the school's motto that 'only my best' is good enough. It is a motto that is backed up by numerous core values that promote respect and consideration for others and an understanding of responsible behaviour. Staff work hard, and successfully, to broaden pupils' horizons and prepare them for life beyond Brockhampton.

Governance of the school

- Since the previous inspection, the governance of the school has been in the hands of an interim academy board. Members of the board have ensured that statutory duties are met and that leaders act on recommendations from inspection. Through meeting regularly with the headteacher, the board has been able to check that agreed systems for staff performance management and policies for teaching and learning are working to good effect.
- The varied and complementary skills on the board have been of great help to the school. Board members with education, management and accountancy backgrounds, for example, have been able to oversee specific aspects of school improvement and their expert input has brought tangible benefits. Furthermore, links forged with other schools have served to assist and support teaching improvements at Brockhampton and helped to inform proposals about how it might continue to work with other schools in the future.
- While all this good work has helped to put the school on an even keel, written records from board meetings have been rather light on detail. Statutory duties have evidently been discharged but record keeping about decision making could, and should, be improved.

Safeguarding

- The arrangements for safeguarding are effective.
- Staff policies and procedures comply with requirements and are fully informed by the most recent government guidance. Importantly, these procedures are understood by staff and all are alert to their duty of care.
- Checks on staff are carried out and recorded as they should be. Staff know what to do if they have a concern about a pupil. When staff have needed to act in response to a concern, they have done so swiftly and properly.
- Effective first-aid arrangements are in place and supervision at different times of the school day is adequate. The headteacher and other staff are a highly visible presence on the playground at the start and end of the school day, and this facilitates good communication between home and school.
- Parents express confidence in the school's arrangements to keep their children safe. In turn, pupils say that they feel safe at school and know that they can talk to a member of staff if they have any worries. Pupils are taught how to keep themselves safe in a range of everyday situations, from crossing the road to using a computer. In fact, the pupil 'digital leaders' take a lead in promoting internet safety and making sure that others understand how to manage online risks.

Quality of teaching, learning and assessment

Good

- Since the previous inspection in January 2016, teaching has improved significantly. Across the school, pupils benefit from good teaching. In Years 2 and 3, it is particularly strong.
- A significant feature of teaching is the consistency of approach. As a result of a school-wide focus on improving the teaching of writing, for example, leaders and staff have implemented a well-organised approach. This ensures that all the necessary ground is covered in each year group and that teaching builds securely and progressively on what has gone before. The agreed approach, often tackled with lively enthusiasm by staff and pupils, has resulted in success. Writing in pupils' books is well structured, interesting to read and presented with care.
- The teaching of mathematics is similarly effective. Again, teachers ensure that they follow agreed school policies so that pupils come to understand what is expected of them. For example, in all classes, pupils know that they need to make good use of the class 'fix-it' time to check on previous work or any feedback from staff. When they start new work, well-understood routines such as 'steps to success' or 'handy hints' help pupils to be clear about what they are learning and how to tackle their work.
- Teachers also look for ways to make lessons interesting, while also making pupils think hard. In a Year 5 mathematics session, for example, pupils had to investigate the relationship between measurements from different parts of their body. In Year 3, pupils had to think carefully about what happens to a perimeter when two shapes are fitted together. In both instances, attentive teaching enabled the level of challenge to be adjusted in response to pupils' difficulties or successes.
- Indeed, this attentiveness to how well pupils are doing and then adjusting tasks in response is now firmly established as a daily expectation in all classes. For the most part, it happens so that the pitch of work matches pupils' different needs. It is clear that significant improvement in the use of assessment has been a key factor in bringing this about. Nevertheless, assessment is not always as sharp as it could be. On occasions, some pupils complete work quickly or easily and do not have something more challenging to go on to. This does not appear to cause a problem in class, as pupils continue to be well behaved even when not fully occupied. However, it does mean that, at times, the most able pupils do not press on with their learning as swiftly as they might.
- Homework, too, plays its part and the majority of parents provide keen support. There is compulsory and optional homework, the latter often taking the form of a project, presentation or model of some sort. The grand designs on display around the school hall are indicative of pupils' creative responses to the school's approach to homework.
- Teaching and learning in subjects such as science, information technology, art and outdoor learning have strengthened considerably in recent times, and continue to do so.

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- As was the case at the previous inspection, the school helps pupils to develop a clear understanding of right and wrong and the importance of being considerate and helpful.
- On display boards in the hall and the entrance area, there are numerous notes written by staff and pupils that record instances when individuals have done a good deed, overcome a problem or contributed in some way to creating a positive school ethos. When asked to explain what these display boards represented, staff and pupils both explained that this was how the school recognised and encouraged generosity of spirit. Indeed, this attention to noticing when pupils or staff give something positive to others is a distinctive feature of the school that serves to build self-esteem and respect for others.
- In class, these respectful attitudes are apparent. Pupils are attentive to their teachers, listen to one another and are able to get on with tasks in a sensible and constructive way.
- Pupils are taught about different sorts of bullying and what to do if it happens. The school's records and comments from pupils indicate that unkind or poor behaviour is rare. Pupils of all ages appear relaxed and happy at school and at ease with one another.

Behaviour

- The behaviour of pupils is good and staff implement the school's behaviour policy with effective consistency.
- In fact, pupils' conduct throughout the school day is commendable. Lunchtime in the dining hall is a pleasant social time when pupils show good manners and chat politely. Playtime is enjoyable for all and no one is left out. Pupils can be trusted to follow the rules and behave well when moving around the school or any of the outdoor areas.
- Any pupils who find it hard to cope with aspects of school get bespoke support, and the school works with parents, and other agencies when necessary, in order to find solutions.
- The rate of attendance at school has risen, and is a little higher than that commonly seen in primary schools. Punctuality has also improved as the school has tightened up on the recording of lateness. Very few pupils now miss the start of lessons due to being late in the morning.
- Pupils are able to take on a range of responsibilities, including acting as digital leaders or caring for the school's ducks. In addition to such specific roles, all pupils take responsibility for keeping the site neat and tidy. Inspectors observed several instances of pupils instinctively helping others, tidying up or going out of their way to say a kind word or assist in a situation.

Outcomes for pupils

Good

- Standards in reading, writing and mathematics are above those seen nationally at the end of both key stages 1 and 2. This above-average attainment is the result of effective teaching and good progress in all year groups.
- In key stage 1, standards reached in 2017 were above those reached in 2016, with high proportions reaching or exceeding the expected standard for their age. There is no doubt that pupils leaving Year 2 this year are very well prepared for what is to follow in key stage 2.
- Similarly, in key stage 2, academic standards are strong and have been consistent for the last two years. The 2016 Year 6 results and the unvalidated results for 2017 show that the vast majority of pupils reached age-related expectations in reading, writing and mathematics in both years. The proportions reaching above age-related expectations also present a positive picture, with the 2017 results in writing, for instance, being higher than those in 2016. Even so, now that teaching is consistently good and with rising standards at the end of key stage 1, there is scope for the very brightest pupils to reach even higher standards.
- Disadvantaged pupils, including the most able disadvantaged, do well at Brockhampton Primary and make similar progress to their peers and increasingly better progress than other pupils nationally. In recent times, this group of pupils has made some significant gains in writing, with progress rates now being broadly in line with those seen in mathematics and reading. The school's targeted use of the pupil premium to fund extra support to boost pupils' literacy skills has been a key factor in this success.
- The improved assessment systems and the routines that leaders have put in place over the past year mean that support for pupils who have special educational needs and/or disabilities has improved considerably. Particular learning needs are identified quickly and good-quality intervention is established. This is undoubtedly bringing benefits and the overall progress of these pupils has improved. That said, leaders' checks on the impact of support on individual pupils could be sharpened up.
- Pupils in the current Year 6 report that they feel well prepared for their move up to secondary school. In conversation with inspectors, they demonstrated an articulate understanding of how the school's academic work, values and attention to their welfare and well-being have helped them to look forward to the next stage of their education with confidence and optimism. Other inspection evidence supports pupils' views.

Early years provision

Good

- The early years provision is thriving because of effective leadership, good teaching and a productive working partnership with the on-site nursery, which is privately run.
- Leadership of the early years has strengthened over the past 12 months and this has resulted in numerous changes for the better. In class and outdoors, space, time and resources are used well. The teamwork and good communication between the teacher and teaching assistant ensure that children are kept productively occupied throughout the day.

- Direct teaching to the whole class, groups or individuals is sharply focused on key skills. In addition, there are many opportunities for children to play, discover and learn on their own. Indeed, while children are attentive to staff and other adults, they also display good levels of independence and are able to cooperate, share ideas and persevere without fuss. Whether 'fishing' for words to match with pictures, looking for wild animals in the role-play area or working out how to spell words such as 'smooth', children make good use of the skills they have learned while adults in the class take careful note and plan for their next steps.
- Good communication between the Reception staff and pre-school providers means that little time is wasted when children first start school. Children settle in quickly because they know what to expect. They understand that the school's consistent routines and sensible rules ensure that everyone is treated fairly. Consequently, they behave well, feel safe at school and enjoy being in class. Key leaders are now looking for ways to ensure a smoother transition from the Reception Year into Year 1.
- Staff keep parents well informed about their children's progress. Parents also have the chance to share information about their children's lives outside school. By taking Brockhampton Bear home for the weekend, for example, children and parents can record details about home life to share in school. This, and other routines, help to strengthen the link between home and school, which assists children's sense of security in school.
- Children's level of knowledge and skills when they first start school can vary from one year to the next and the relatively small numbers can have a significant impact on percentages in statistical reports. However, whatever their starting points, children make good progress in the early years and, by the end of the Reception Year, are well prepared for learning in key stage 1. In 2017, the proportion reaching a good level of development was over 90%, which is above last year's school figure and well above the national figure for 2016.
- On another positive note, the number of children coming into early years is rising and the school's intake the 2017/18 academic year is already full.

School details

Unique reference number	137624
Local authority	Herefordshire
Inspection number	10017661

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

Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	146
Appropriate authority	The interim academy board
Chair	Sally Yates
Headteacher	Matthew Mander
Telephone number	01885 483238
Website	www.brockhamptonprimaryschool.co.uk
Email address	admin@brockhampton.hereford.sch.uk
Date of previous inspection	12–13 January 2016

Information about this school

- Brockhampton Primary School is smaller than the average-sized primary school.
- Most pupils are White British.
- The proportion of disadvantaged pupils is just below the national average.
- The proportion of pupils who have special educational needs and/or disabilities is in line with the national average.
- The school meets requirements on the publication of specified information on its website.
- The school complies with Department for Education guidance on what academies should publish.
- In 2016, the school met the government's current floor standards, which are the minimum expectations for pupils' progress and attainment in reading, writing and

mathematics by the end of Year 6.

Information about this inspection

- This inspection started as a section 8 monitoring inspection and was the third such inspection since the school went into special measures in January 2016. The lead inspector subsequently converted the inspection into a full section 5 inspection.
- Inspectors observed teaching and learning in all year groups. The inspectors also examined work in pupils’ books, considered test and assessment information, heard pupils read and observed pupils taking part in field sports and an outdoor learning session in the school grounds.
- Inspectors observed pupils’ behaviour, and the school’s procedures, at the beginning and end of the school day, at lunch- and breaktimes and when pupils were moving about the school site and working outside.
- Meetings were held with pupils, staff, school leaders, members of the interim academy board and an educational adviser. Inspectors also held informal discussions with pupils throughout the inspection.
- By the end of the inspection, there were 88 responses in total to Ofsted’s online questionnaire (Parent View), but no recent responses. The inspectors considered the responses to a recent questionnaire that the school had sent to parents.
- A number of school documents were examined. These included: information about pupils’ achievement; evaluations of the school’s performance; and numerous policy statements. Records relating to governance, staff performance management, training, the quality of teaching, external advice, behaviour, attendance, safety and safeguarding were also scrutinised. Inspectors also checked the school’s website.

Inspection team

Martin Pye, lead inspector

Her Majesty’s Inspector

Paul Longden

Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2017