

# Inspection of Bournebrook CofE Primary School

Coventry Road, Fillongley, Coventry, West Midlands CV7 8ET

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Inspection dates: 12–13 November 2019

## **Overall effectiveness**

**Good**

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The quality of education

**Good**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Good**

Early years provision

**Good**

Overall effectiveness at previous  
inspection

Outstanding

## **What is it like to attend this school?**

Pupils like school very much. They feel very safe. This is a happy and caring school. Pupils say there is hardly any bullying or unkind behaviour and teachers deal with it well. Pupils respect 'the Bournebrook way' by caring for each other and their community.

School leaders and governors are ambitious for pupils to succeed. They help them to behave exceptionally well and work hard.

Pupils learn to read very well and thoroughly enjoy reading. Phonics is very well organised in the early years and key stage 1. Children in the early years and pupils in key stage 1 get off to a great start, learning how to break down words into letter sounds.

Leaders and staff organise the way topics are taught so that pupils build on what they have learned before. Geography, for example, is well planned and organised. Pupils learn new facts and develop skills well. Pupils achieve well in most subjects. However, they do not always learn new skills and knowledge in enough depth, particularly in mathematics.

In other foundation subjects, such as physical education (PE), leaders and staff have a good understanding of how well pupils are doing.

Most parents and carers like the school and what it offers their children.

## **What does the school do well and what does it need to do better?**

Bournebrook is a friendly and respectful community. It reflects its Christian ethos. Pupils of all abilities and those with special educational needs and/or disabilities (SEND) are always treated with dignity and respect.

Pupils follow the school's rules and values, 'the Bournebrook way'. They are very well behaved, courteous and polite. Staff make a strong contribution to pupils' spiritual, moral, social and cultural development.

It has been a long time since the school's last full inspection in 2008. There have been many changes since then. Although the school's effectiveness has declined since that inspection, leaders, staff and governors are maintaining a good quality of education.

Children in the early years are provided with a good range of stimulating indoor and outdoor experiences. Phonics is very well organised and taught in the early years and key stage 1. This lays strong foundations for pupils in key stage 2. Older pupils in key stage 2 read often and widely, including modern and classic stories, different genres and authors. Pupils throughout the school make very good progress in reading and literacy.

Pupils with SEND and disadvantaged pupils are given enough help in lessons. They achieve well. Provision for SEND is well managed and parents are, rightly, very pleased.

Teachers make sure that pupils revisit previous work before moving on to new knowledge. They plan work well to include meaningful links across subjects to help pupils learn new vocabulary, knowledge and skills. In geography, for example, key stage 2 pupils study the Andes in South America. This work links very well to the vocabulary and knowledge pupils learn in history about the Mayan civilisation in Central America.

There are some weaknesses. Pupils do not learn as much as they should in greater depth in a range of subjects. Teachers plan a range of interesting work, including visits and field work in geography and history. Pupils enjoy these experiences, but they are not always expected to study these topics in enough depth. This means that gaps in knowledge are not filled before pupils move on to more complex tasks.

Pupils achieve well but could do better in mathematics. Improvements to the way mathematics teaching is organised are raising standards, but too few pupils in key stage 2 attain the highest standards. The most able pupils are not being sufficiently challenged to learn more complex calculations or number facts.

Staff morale is high. They feel very well supported through training and professional development. Cross-moderation with other schools in the local area help leaders to gauge the impact of the actions they plan. Leaders have identified the right priorities for further improvement through accurate evaluations of the school's work.

Personal, social and health education, including PE, sport and outdoor learning, helps pupils to learn about their health and well-being.

Pupils learn about different cultures, beliefs and religions. They respect each other's views and are happy to share ideas. Pupils learn to be tolerant of others. They enjoy leading prayers in the neighbouring church. Together with a local community veteran, pupils recently commemorated International Remembrance Day. Trips and visiting speakers teach them about life in multi-cultural Britain. This is reinforced in school activities. For example, pupils who are of the Sikh faith recently enjoyed sharing sweets with their classmates to celebrate the festival of Diwali.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff are very mindful of pupils' welfare, safety and care. Leaders and governors carry out regular risk assessments of school activities, including the breakfast and after-school clubs. The staff teach pupils to keep themselves safe when using the internet. Pupils know who to speak to if they are worried and say that bullying is rare.

Regular training ensures that the staff know how to keep pupils safe. Leaders are vigilant and make sure they contact local authority services when they need to do so. Staff vetting arrangements and site security are robust and help to ensure that pupils are protected.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Most pupils make good progress in mathematics in key stage 2, but they could still do better. Too few pupils in key stage 2 learn mathematics in enough depth. Pupils are not given enough opportunities to work out more complex number problems. Teachers ought to be planning more challenge, particularly for the most capable pupils. Leaders and staff should build on current improvements to the mathematics curriculum so that more pupils learn in greater depth. Leaders should also improve opportunities for pupils to practise and recall the skills and concepts they have learned before, and then apply these to more complex problems.
- Pupils are keen to answer teachers' questions in lessons. The tasks set for pupils build on previous work. However, pupils do not have enough opportunities to learn more or think harder by using what they have learned before. Leaders and staff should improve the way they assess and then plan what pupils learn in all subjects. Leaders should build on the good start they have made in developing their curriculum plans for geography and share this practice. This is to ensure that pupils are secure in their knowledge and understanding and learn in greater depth.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

You can search for [published performance information](#) about the school.

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.

## School details

<b>Unique reference number</b>	130881
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10111092
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	149
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Dr Tony Moriarty
<b>Headteacher</b>	Alison Patchett
<b>Website</b>	<a href="http://www.bournebrook.co.uk">www.bournebrook.co.uk</a>
<b>Date of previous inspection</b>	5 February 2008

## Information about this school

- The school is voluntary controlled in the Coventry Diocese of the Church of England.
- The school provides a breakfast and after-school club.
- The early years comprises a Nursery for three-year-old children who attend part times in the mornings only, and a Reception class for four- and five-year-olds.
- The headteacher and most teaching staff joined the school after the school's previous full inspection.

## Information about this inspection

We carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a section 5 inspection under the same Act.

- Inspectors held discussions with the chair and vice-chair of the governing body; the headteacher; senior teacher; and teachers who manage subjects of the school's curriculum. A meeting was held with the teacher responsible for managing SEND provision.
- The lead inspector spoke with the business manager to check staff vetting and

safeguarding records. A meeting was held with the headteacher, who is also one of the designated safeguarding leaders, to judge the effectiveness of child protection and safeguarding procedures.

- Inspectors spoke with some parents to seek their views about the school and analysed responses to the online survey, Parent View, as well as the school's most recent survey and written comments from parents. Inspectors spoke with staff to consider their views about their workload and the training they receive.
- Inspectors spoke with pupils informally during breaktimes and lunchtimes. Another meeting was held with a group of pupils to discuss their views about the school, their behaviour and how safe they feel in school.
- Inspectors considered a range of documentation, including leaders' evaluations of the school's effectiveness; the school's learning improvement plan; headteacher reports to governors; and recent minutes of the governing body.
- Inspectors focused on reading and the teaching of phonics, as well as in-depth investigations into mathematics, geography and PE. To gather as much evidence as possible about the school's quality of education, inspectors visited parts of lessons in all classes. Many visits were made jointly with the headteacher or senior teacher. Inspectors looked at samples of pupils' work and met with pupils to discuss their work and progress, and an inspector heard some of them read.

### **Inspection team**

Charalambos Loizou, lead inspector

Her Majesty's Inspector

Tracey O'Keeffe-Pullan

Ofsted Inspector

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