

Inspection of Bredenbury Primary School

Bredenbury, Bromyard, Herefordshire HR7 4TF

Inspection dates: 16–17 October 2019

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this school?

Most pupils like coming to the school. Pupils who have moved from other schools say they like this school because everyone is friendly. No one puts up with bullying, and the school does a lot to teach pupils how to stay safe.

Pupils are taught how to read and there are lots of books in the school. Daily lessons include reading, and adults introduce pupils to new books and authors.

The school is much less successful at teaching mathematics. In this subject, lessons jump from one thing to another, and pupils either find it hard to keep up or the work is too easy. This means they do not cover everything that they should.

In other subjects, teachers' work is hit or miss. Some work does not follow clear plans, so pupils do not learn all the right things.

Most of the time, pupils behave well. Older pupils look after younger ones and take on jobs, such as looking after the school's chickens. In class, some pupils lose interest and start chatting if they do not understand the work.

Staff work hard and want to improve the school. However, they have not kept up to date with what needs to be taught.

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

Most pupils are happy at the school. They get on well with one another, and unkind behaviour is rare. If it does happen, pupils and adults work together to sort it out quickly. Pupils who have found it hard to cope in other schools are made to feel welcome here.

In the school's nurturing environment, pupils learn to be polite and kind. They help out around the school and treat others with respect. Residential trips, visits and clubs such as photography and gardening add interest to their classroom learning.

Phonics teaching is regular and well organised. Pupils are taught how to read and do so often, both for pleasure and as part of their everyday work.

In contrast with this, mathematics is weak. Lessons in key stage 2 do not follow a sensible sequence and many pupils lack confidence in the subject. Work for the most able pupils is too easy and they mark time. On the other hand, pupils who do not understand something do not get the right guidance and teaching, so fall further behind.

In science, pupils are given incorrect information which misleads them. As in mathematics, they do not learn all they need to know. In several other subjects, planning is thin and does not give staff enough information about what to teach.

The school's leaders know that the curriculum is not right but, so far, have not done enough to improve it. These low expectations mean that pupils with different needs and abilities are not achieving well enough.

Behaviour at breaktimes and lunchtimes is usually fine. Pupils play happily on the large playground. They understand that everyone has a part to play in making sure the school day runs smoothly.

In lessons, pupils are attentive in the mornings, but some key stage 2 pupils find it hard to concentrate in the afternoons. They drift off task, chat and laugh so staff have to spend time reminding them how to behave.

Governors are good at setting out a long-term vision and are mindful of the workplace pressures on staff. That said, in trying to be helpful, governors get too involved in classroom matters, which is not their role.

Most of the parents who shared their views with us are pleased with the school. They say that they value the community feel and the friendly care provided. Indeed, the school is very inclusive. Disadvantaged pupils and those with special educational needs and/or disabilities take part in everything the school does. In the Harvest Festival during the inspection, for example, everyone took part in leading the service.

School leaders know things need to improve but have been distracted by other pressures of the job. Standards have slipped and current plans to lift them back up are not working.

Safeguarding

The arrangements for safeguarding are effective. Staff know what to do if they are concerned about a pupil and act quickly when they need to. All the correct checks on staff and visitors are carried out, and the school site is kept secure. Pupils are taught how to keep themselves safe and say that adults always have time to listen if they are worried about something. Pupils are supervised throughout the school day and pupils look after one another.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The mathematics curriculum is not well organised and sequenced. Pupils do not build up their knowledge and skills in a logical order, and many lack confidence in the subject. In science, pupils are sometimes given incorrect information, because of shortcomings in resources and staff subject knowledge. In order to improve this, leaders should make sure that all staff involved in teaching these subjects receive good-quality training. They should also make sure that subject plans guide staff to cover all the right things, in the right way and at the right time.

- In many foundation subjects, curriculum planning is thin. It gives a brief overview of the topics to be covered in different subjects each term. There is not enough guidance for staff to follow, and pupils miss out on some content or do not cover work in a sensible order or in enough depth. In order to improve this, leaders should draw up realistic and informed plans that set out more detail of what is to be taught and when. Leaders should set out manageable timescales and seek external help for improving planning in foundation subjects, so they are not overwhelmed by the task.
- Some pupils in key stage 2 lack confidence and concentration in lessons. This is often because they either find the work too easy or do not understand what they are doing. In order to improve this, leaders should strengthen assessment, so that staff can plan new work that builds securely on what pupils already know. Leaders should also check that the school's behaviour policy is being implemented consistently by everyone.
- Leaders have been overwhelmed by their responsibilities and workload. In response, governors have got too involved in the day-to-day running of the school, rather than seeking expert educational help from elsewhere. In order to improve this, leaders should organise training and work with other schools to secure sustainable improvements in the quality of education and the work-life balance of staff.

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

Unique reference number	116654
Local authority	Herefordshire
Inspection number	10088408
Type of school	Primary
School category	Foundation
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	32
Appropriate authority	The governing body
Chair of governing body	Catherine Edwards
Headteacher	Dawn Wilson
Website	www.bredenburyprimary.org.uk
Date of previous inspection	16-17 April 2015

Information about this school

- The school provides before-school childcare from 8.00am each day. After-school childcare with an external provider can be arranged through the school.
- Early years children are taught in a mixed Reception and key stage 1 class. Because of the small number of children in early years, we have not made a separate early years judgment.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

In accordance with section 44(1) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

- During the inspection, we focused on the following subjects: reading, mathematics, physical education and German. We visited lessons, looked at pupils' work, examined teachers' plans and talked with pupils and staff about the

way these subjects are planned and taught. We also looked at work from other subjects and spoke with pupils, staff and parents about the school curriculum.

- We examined external performance data about the school and looked at school documents and the website.
- We talked to pupils, staff, leaders, parents and governors about safeguarding arrangements and routines at the school. We examined the record of employment checks on school staff, looked at other school records and checked the school site.
- We watched pupils' behaviour in class and at other times during the day. We also spoke to staff and pupils about behaviour and checked attendance records. The lead inspector saw part of the school's annual Harvest Festival in church.
- During the inspection, we had formal meetings with the headteacher, teachers, governors and pupils. We also talked informally with pupils and staff to gather general information about school life. The lead inspector had a telephone conversation with a local authority officer.
- By the end of the inspection, there were 10 recent responses to Ofsted's online questionnaire Parent View. We considered these and spoke with some parents.

Inspection team

Martin Pye, lead inspector

Her Majesty's Inspector

Sally Noble

Ofsted Inspector

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