

Inspection of Brangsgore Church of England Primary School

Ringwood Road, Brangsgore, Christchurch, Dorset BH23 8JH

Inspection dates: 15 and 16 March 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Bransgore is a vibrant, friendly and welcoming place. Pupils really enjoy coming to school and look forward to learning new things. They respect their teachers and like to be with their friends. Many pupils echo the sentiment that 'this is a loving school, and we are a telling school.' This is a school where pupils are cherished and nurtured.

Pupils' behaviour is excellent, and their personal development is exceptional. Pupils believe that bullying is very rare, and that any issues are dealt with effectively. As a result, pupils feel listened to, safe and secure.

Pupils benefit from a wide range of opportunities open to everyone that enrich their learning. These include music, sports and creative writing. Pupils are genuinely proud of how friendly and inclusive their school is: no one feels isolated or unwelcome if they come from a different faith, culture or type of family. Staff ensure that pupils' cultural heritage is celebrated here, adding to the sense of belonging.

Parents are overwhelmingly positive about this compassionate school. One parent said, 'The school goes above and beyond at every turn'.

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

Pupils achieve well from early years through to the end of Year 6. Leaders have created a broad and ambitious curriculum for all pupils. In most subjects, the essential knowledge pupils need to remember and the order in which to learn it is clear. In a small number of subjects and in the early years, leaders are aware that some further developments are needed. For example, assessment in a few foundation subjects is not as secure as it is in mathematics. Teachers do not always check pupils' understanding consistently enough to inform future teaching, as they have begun to do successfully in science. Leaders have clear plans to address this.

Leaders possess a sound understanding of the differing needs of children with special educational needs and/or disabilities (SEND) as they move through the school. They are skilled in identifying pupils' needs and support teachers to adapt their teaching appropriately. This enables pupils with SEND to learn effectively alongside their peers.

Children in the early years settle in well to the routines and high expectations of the Reception classes. They get off to a good start because they learn to be responsible and independent as positive preparation for Year 1.

The phonics programme is delivered meticulously. Pupils build their knowledge in key stage 1, recognising and remembering increasingly complex combinations of sounds. Phonics reading books match the sounds and words pupils know and need to practise. Leaders support teachers in using a wide range of reading books to

reinforce pupils' knowledge and increase their vocabulary. As a result, pupils develop their fluency and comprehension securely. Older pupils also enjoy and develop a strong love of reading. They benefit from exposure to a wide range of ambitious texts in lessons.

Teachers set high standards for behaviour and pupils take pride in rising to these expectations. Pupils understand, and choose to behave as it is the right thing to do. They are praised for this. They have a deep sense of integrity and commitment to their education. Pupils are motivated to work hard and focus on their learning, without distraction. The values of consideration and kindness are evident during sociable playtimes. Pupils respect the rules and enjoy each other's company.

Work to develop pupils' character and sense of responsibility is exemplary. Pupils embrace opportunities, such as being peer mediators, and promote the embedded school values. All pupils are celebrated through the 'VIP' programme, recognising individuality and strengthening belonging. Astute approaches, such as the bespoke leadership programme, help pupils become confident ambassadors both in school and in the wider community. Pupils value diversity and understand that others hold different views for many reasons. As a result, they show genuine respect for each other.

Trustees have an accurate view of the strengths and areas for development for the school. They challenge leaders to justify decisions made and identify the impact. Trustees safeguard the school's ethos and its commitment to inclusion. Professional development, linked to clear priorities, is at the heart of school improvement work. Leaders are acutely aware of staff workload, welfare and talent development. As a result, staff feel valued and very well supported. Highly effective leaders at all levels inspire the staff's commitment to working together for the benefit of all pupils.

Safeguarding

The arrangements for safeguarding are effective.

Leaders understand the pupils and the community they live in very well. Staff are effectively trained in how to spot and record signs of concern. Leaders diligently follow up on concerns and share relevant information with other professionals as required. This ensures that pupils get the help they need in a timely manner.

Trustees monitor and challenge many aspects of the school's safeguarding work, including that checks are made on adults appointed to work in the school. Leaders are confident about pressing other agencies and children's services to provide more support for families in the area. Pupils feel safe because they are taught that Bransgore is a 'telling school'.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders are aware that, in a small number of subjects, further refinements are needed to embed the curriculum securely and consistently. This includes the curriculum in the early years. As a result, pupils do not always build and develop their knowledge and skills effectively. Leaders must monitor this work carefully to ensure that pupils know and remember more across the whole curriculum.
- Assessment within the foundation subjects is not yet consistently in place. As a result, teaching is not always informed by what pupils demonstrate they know securely and can use fluently. Evidence that teachers collect should be used consistently to help pupils understand what they need to do to improve.

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 information from Ofsted Parent View 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 are the school and you are 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	137693
Local authority	Hampshire
Inspection number	10211850
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	335
Appropriate authority	Board of trustees
Chair of trust	Jennifer Hunter
Headteacher	Paul Brown
Website	www.bransgoreprimaryschool.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Bransgore Church of England Primary School became a converter academy in December 2011. When its predecessor school, Bransgore Church of England Primary School, was last inspected by Ofsted in December 2007 it was judged to be outstanding overall.
- Bransgore is a larger-than-average primary school.
- This school is a voluntary controlled Church of England school and received its last section 48 inspection in May 2018. The school's next section 48 inspection is due in May 2023.
- There is an after-school and breakfast club run on site and managed by the school.
- The school does not currently use any alternative provision.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher, deputy headteacher and special educational needs coordinator. The lead inspector met with four governors, including the chair of governors. The lead inspector also spoke with a representative from the Diocese of Winchester.
- Inspectors carried out deep dives in these subjects: reading, mathematics, physical education, science and computing. For each deep dive, inspectors discussed curriculum plans with subject leaders, visited a sample of lessons, spoke to teachers and teaching assistants, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector also heard pupils read.
- To inspect safeguarding, inspectors reviewed a wide range of safeguarding documentation including the school's record of recruitment checks and records of concerns about child protection. The lead inspector met with the designated safeguarding lead and deputy designated safeguarding lead. Inspectors also spoke with leaders, pupils and staff about safety and child protection.
- The lead inspector reviewed a range of documentation, including leaders' self-evaluation of the school and school improvement plans.
- Inspectors took account of parents' responses to Ofsted's survey, Ofsted Parent View, and parents' written comments. The lead inspector also talked with parents on the morning of the second day of inspection.
- Inspectors gathered pupils' views about their learning, what behaviour is like at the school and whether they feel safe. Inspectors also talked to pupils about their views on personal development.
- Inspectors met with a range of staff to gather their views about the school and took account of staff's responses to Ofsted's confidential staff survey.
- Information about pupils' behaviour, attendance and incidents of bullying was reviewed.

Inspection team

Gareth Flemington, lead inspector	Her Majesty's Inspector
Laura James	Her Majesty's Inspector
Carla Laney	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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