

Inspection of a good school: Brockenhurst Church of England Primary School & Pre-School

Sway Road, Brockenhurst CE Primary & Pre-School, Brockenhurst, Hampshire SO42 7RX

Inspection dates:

3 and 4 July 2023

Outcome

Brockenhurst Church of England Primary School and Pre-School continues to be a good school.

What is it like to attend this school?

Pupils arrive at school excited to see what the day will bring. They are curious and enjoy learning. Classrooms are a buzz of focused study and activity. Leaders are ambitious for all pupils to learn well. This is an inclusive school where support and patience are shown. Pupils learn from a broad curriculum and achieve well.

The value of respect is prized by all. Pupils firmly believe in treating others as they would like to be treated. Pupils are kind and tolerant of others. They are not concerned about bullying and trust staff to deal with any issues they raise. Pupils use the communication boxes in each classroom to pass on messages to their teacher. Leaders have high expectations for pupils' behaviour. Staff act as role models. Pupils behave extremely well, showing beautiful manners.

The support for pupils' well-being is prioritised by staff. Excellent relationships enable pupils to socialise harmoniously with each other. During breaktimes, pupils compete playfully with friends at the exercise stations. Pupils play an active role within their local community. The children in Reception visit local care homes and bring joy to residents by playing games with them.

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

Leaders have implemented an ambitious and interesting curriculum. In subjects such as English and mathematics, careful thought is given to what pupils will learn and the order in which they learn it. This means that pupils build knowledge progressively over time. The curriculum is still being refined in some other subjects. In these areas, leaders still need to identify the precise knowledge pupils should learn.

Teachers have the expertise needed to deliver the curriculum. Leaders identify pupils with special educational needs and/or disabilities (SEND) at an early point and ensure that provision is adapted to their needs. In many subjects, teachers regularly check on what pupils do and do not understand. They then plan future learning to address misconceptions. However, this is not the case across the whole curriculum. Leaders are still refining how teachers should identify exactly where pupils need to strengthen their understanding.

Leaders have recently introduced a new phonics programme. Teachers deliver the programme effectively. They regularly recap the sounds that pupils have previously learned. This helps pupils to practise reading, committing phonics to long-term memory. Teachers frequently check what pupils can remember. If a pupil finds learning to read more difficult, additional support is provided. Local volunteers support this by reading with pupils. Consequently, pupils, including those with SEND, learn to read well.

There is a vibrant atmosphere in the pre-school. Children make an excellent start to their education here. Planned, purposeful activities maximise the use of inside and outside spaces. Adults take every opportunity to interact with children and extend their learning. For example, when making pasta necklaces, staff help children to practise counting. Children explore their use of colour by being encouraged to mix colours to create new shades. However, the curriculum planning of purposeful activities in Reception is less precise. This means that children do not always have all of the knowledge they need in readiness for Year 1.

The conduct of pupils is highly impressive both in the classroom and around the school site. When teachers talk, pupils listen attentively. Staff celebrate pupils' positive behaviour at all opportunities. The rewards system motivates pupils to focus well within lessons. They enjoy earning a movie or a cooking afternoon in recognition of their efforts.

The provision for pupils' broader development is a strength of the school. Through a well-planned personal, social, health and economic education programme, pupils learn how to maintain positive relationships with others. These relationships are the bedrock of this welcoming school community. The 'learning values' permeate through daily school life. Pupils develop independence, along with leadership skills, within a range of roles and responsibilities they hold. This includes the school council, eco-committee, house captains and play leaders. Opportunities to debate during weekly 'picture news' help pupils to appreciate the diversity of opinions held by others. Pupils learn to co-operate with others through the challenges they are set during their forest school sessions.

The well-being of the whole school community is carefully considered by leaders and governors alike. Pupils get expert help from trained staff if they need emotional support. Leaders manage staff workload within all school improvement initiatives to ensure that it is not overly burdensome. Staff feel valued in their work to teach and support pupils because their individual efforts are acknowledged and celebrated.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that safeguarding is prioritised. Staff are very well trained. They are highly competent at identifying signs of harm. The systems in place for referring concerns are effective. Leaders take all reports seriously and follow up appropriately. Leaders keep detailed records and meet regularly to review the support pupils get.

Pupils can confidently identify trusted adults. They know to refer any concerns they have to them. Through their lessons, pupils learn how to keep themselves safe. The cyber ambassadors teach other pupils effective strategies to stay safe when online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders have not yet precisely identified and sequenced the detailed knowledge that they want pupils to learn. This includes in Reception, where the purpose of activities is not always clearly defined. This means that pupils do not always have the knowledge they need in readiness for the next stage of learning. Leaders need to continue to refine and implement a coherently planned and sequenced curriculum across all subjects.
- In some subjects, teachers do not always check precisely the knowledge and skills that pupils can remember long term. This means that they are not always able to adapt planning to address gaps in knowledge to ensure that pupils can build understanding securely. Leaders should ensure that teachers are clear on how they should check what pupils have learned, in readiness to embed new knowledge and skills.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in January 2014.

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.

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

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| Unique reference number | 116276 |
| Local authority | Hampshire |
| Inspection number | 10269153 |
| Type of school | Primary |
| School category | Voluntary controlled |
| Age range of pupils | 2 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 228 |
| Appropriate authority | The governing body |
| Chair of governing body | Vicky Wales |
| Headteacher | John Littlewood |
| Website | www.brockenhurstceprimary.co.uk |
| Date of previous inspection | 6 March 2018, under section 8 of the Education Act 2005 |

Information about this school

- Since the last inspection, the school has opened a pre-school on site.
- This school has provision for two-year-olds.
- The school uses one registered alternative provider to provide additional support for a small number of pupils.
- The school is a voluntary-controlled Church of England primary school. It had its most recent section 48 inspection, undertaken by the Diocese of Winchester, in June 2018.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The lead inspector discussed the impact of the pandemic with leaders and has taken that into account in his evaluation of the school.
- The lead inspector met with the headteacher, senior leaders, subject leaders, the leader responsible for pupils with SEND, many teachers and support staff.
- The lead inspector met with governors and with a school improvement adviser from the local authority.

- The lead inspector carried out deep dives in these subjects: early reading, mathematics and art and design. To do this, he met with subject leaders, visited lessons and spoke to teachers. They looked at curriculum plans and pupils' work. He also met with pupils to discuss their learning.
- The lead inspector scrutinised safeguarding arrangements, including the school's central record of recruitment checks. He sampled a range of safeguarding documentation. The inspector also spoke to a variety of staff to check how well safeguarding referrals and systems work.
- The lead inspector observed pupils around the school site during breaktimes.
- Meetings were held with groups of pupils and staff to hear their views.
- The lead inspector considered the responses to the confidential Ofsted surveys for staff, pupils and Ofsted Parent View.

Inspection team

Martin Smith, lead inspector

His Majesty's Inspector

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