



Bretforton First School

Inspection Report

Unique Reference Number 116655
LEA Worcestershire
Inspection number 279866
Inspection dates 2 May 2006 to 2 May 2006
Reporting inspector Eileen Chadwick AI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	New Street
School category	Community		Evesham
Age range of pupils	4 to 10		Worcestershire WR11 7JS
Gender of pupils	Mixed	Telephone number	01386 830418
Number on roll	66	Fax number	01386 832406
Appropriate authority	The governing body	Chair of governors	Mrs Sue Willoughby
Date of previous inspection	6 June 2000	Headteacher	Mrs Ayse Moseley

Age group	Inspection dates	Inspection number
4 to 10	2 May 2006 - 2 May 2006	279866

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a small school which serves the village of Bretforton and the surrounding area. All of the pupils are of White British heritage. The proportion of pupils with learning difficulties or disabilities is average. Children's attainment on entry to Reception is broadly average, although wide-ranging. Since the school was last inspected, there have been three changes of headteacher and a complete change of teaching staff.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school providing good value for money, which is also how the school judges itself. The school knows how well it is doing because of its thorough self-evaluation procedures. Very good leadership by the headteacher has led to substantial improvements since the last inspection. Many parents are pleased with the quality of education now provided. However, several expressed concern about the high level of staffing changes in the last few years. Staffing is now stable. The staff are an effective team and have a clear understanding of how to continue to raise standards.

Pupils make good progress in Reception because of good quality provision. This is built on well from Year 1 to Year 5. By the end of Year 5, standards are well above average in reading, above average in mathematics and average in writing. The school recognises there is more work to be done to make sure pupils' progress in writing equals that in reading.

Pupils' personal development and well-being are good. They have positive attitudes to their work and behave well. Pupils are well cared for, and teaching and learning are good. Teachers often successfully match pupils' work to their wide range of attainment although there are a few inconsistencies in how well they do this in writing. The curriculum is good with very good opportunities for musical education.

The school benefits from good leadership and management at all levels. The headteacher provides very good leadership for school improvement, working in close partnership with the effective governing body. Consequently, improvement since the last inspection has been good and the school has a good capacity to continue to improve.

What the school should do to improve further

- Improve progress and standards in writing by consistently matching writing activities to the needs of those pupils who are working above or below the expected level for their age.

Achievement and standards

Grade: 2

Pupils achieve well and reach above average standards by the time they leave the school. In the Reception Year, children make good progress and by the end of the school year, most reach or exceed the nationally expected learning goals. Progress is good overall in Key Stage 1 and standards have improved considerably in the last few years. In 2005, standards in National Curriculum assessments for Year 2 pupils were well above average in reading and mathematics but average in writing. In writing, no pupils reached the higher Level 3. There are signs that writing standards for more capable pupils have improved in Year 2. However, occasionally, writing tasks are hard for lower attaining pupils or easy for more capable pupils, which slows their progress.

In Key Stage 2, standards have also started to rise. In relation to their starting points in Year 3, pupils' progress is very good in reading, good in mathematics and satisfactory in writing. Standards for Year 5 pupils are currently well above average in reading, above average in mathematics and average in writing. Higher-attaining pupils' progress is satisfactory in writing but they do not always use extended sentences well enough to express their advanced ideas. Pupils with learning difficulties achieve well.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. The school has a family atmosphere and relationships are very good. Warm relationships underpin all the school's work and pupils enjoy coming to school and the work they do. Consequently, their attendance is good and they behave well, showing a mature attitude to their work. The pupils are polite and most have a well-developed self-confidence. They make good contributions to the community through membership of the school council, fund-raising and taking part in village events, such as the opening of a local National Trust property.

Pupils make good progress in their spiritual, moral, social and cultural development. They gain good understanding of the diversity of cultural traditions and beliefs of modern Britain, for example through the school's celebration of Diwali, the Chinese New Year and cultural events in the local area. Pupils gain good understanding of how to stay healthy and safe. Their awareness of eating healthy lunches is raised through the use of 'good choice stickers'. Problem solving and teamwork opportunities enable them to develop some vital skills for their future economic well being. However, the development of these skills could be even better if, along with enterprise awareness, they were systematically planned for throughout the school.

Quality of provision

Teaching and learning

Grade: 2

The good quality of teaching is raising standards and improving pupils' progress. Teachers manage pupils well and good subject knowledge enables them to use a good range of teaching styles. The variety of approaches used encourages pupils to learn through problem solving to develop pupils' thinking skills, as well as through whole-class instruction. In Reception, there is excellent planning for teaching the National Curriculum alongside the Foundation Curriculum in order to meet the needs of the more capable children. In other year groups, planning usually matches work well to pupils' learning needs. However, there is an occasional mismatch of work and activities to pupils' very wide range of attainment in writing. This causes progress to slow, particularly for the lower-attaining pupils and those capable of higher attainment. Very good assessment systems are used well to identify and address weaknesses in pupils' progress. Assistants provide good support for pupils with learning difficulties.

Curriculum and other activities

Grade: 2

The school has developed a good and stimulating curriculum that meets pupils' needs and interests well. The curriculum in Reception is well planned, and practically based. It enables children to successfully learn through focused teaching and independent enquiry. From Reception to Year 5, there is good provision in literacy and numeracy. Effective planning ensures that work in one year builds on that completed in the previous year and supports pupils in making good progress. However, the school realises that even more needs to be done to consistently extend higher attaining pupils particularly in writing. Involvement with local clusters of schools enhances curriculum development, keeping the school abreast of new initiatives. The curriculum is enriched by a good range of extra-curricular activities. Outside visits complement pupils' learning, bringing relevance to their classroom learning. There is very good provision for pupils to develop musical skills and all learn to play two instruments by Year 5.

Care, guidance and support

Grade: 2

The welfare and care of the pupils is good. Each child is personally well known to all staff. Pupils' progress is very effectively tracked and their needs are well monitored. However, the school is still developing systems for the full identification of gifted pupils' talents. The results of the data from the school's developing tracking system are used well to set challenging but realistic targets for pupils. Pupils have a good understanding of their targets and this makes a significant contribution to the rising standards and good progress in the school.

The pupils feel well cared for and the good relationships in the school ensure they feel able to discuss any issues with an appropriate adult. Good child protection procedures are fully in place and are regularly updated. Rigorous assessment of risk is always carried out before, for example, any outside visit. Consequently parents feel their children are well cared for.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher provides very good leadership and management and is responsible for giving the school a very clear educational direction after a period during which it declined. Her close working partnership with the effective governing body has enabled the school to fully address the many weaknesses found at the time of the previous inspection. Since the headteacher's arrival all areas of the school's work have substantially improved, including pupils' achievement in English and mathematics. There is now a strong team spirit across the whole staff and a shared quest for high standards of care and achievement.

The school has thorough and accurate self-evaluation systems and these enable the school to continuously improve. Parents' views are sought and many parents are now

pleased with the education their children are receiving. A significant minority are concerned about the high teaching staff turnover in recent years. However, staffing is now stable and teaching staff are having a good impact on improving pupils' achievement.

Governance is good. Governors are well informed and play a full part in all aspects of the school's work. Subject leadership is good. There are regular informed checks on pupils' progress by established subject leaders. Classroom observations of colleagues' work by recently appointed subject leaders have been more limited. The school is carrying forward an above average amount of its budget. This is the result of good financial planning in order to maintain three classes in September and the longer term. The school has clearly shown its capacity to continue improving and provides good value for money.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you very much for your help when we visited your school. We really enjoyed talking to you and seeing you at work and play. This letter is to tell you about the things we found that your school does particularly well and to mention one thing which could be improved.

You really enjoy being in school and work hard in lessons.

You are friendly to each other and adults and your behaviour is good.

You do well in reading and mathematics.

Adults look after you well and help you to learn.

Teachers make sure your lessons are interesting and learning is fun.

Your headteacher leads the school very well and ensures the school is always improving.

You have many exciting extra learning opportunities through clubs after school.

You have some very good learning opportunities in music, for example learning to play instruments.

We know everyone wants to do even better and we have asked the teachers to:

Help some of you to make better progress in writing by making sure your work is not too easy or too hard.