



Brampton Abbotts CofE Primary School

Inspection Report

Unique Reference Number 116867
LEA Herefordshire
Inspection number 279927
Inspection dates 6 June 2006 to 7 June 2006
Reporting inspector Rashida Sharif HMI

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

Type of school	Primary	School address	Brampton Road
School category	Voluntary aided		Ross-on-Wye
Age range of pupils	5 to 11		Herefordshire HR9 7DE
Gender of pupils	Mixed	Telephone number	01989 562256
Number on roll	113	Fax number	01989 567632
Appropriate authority	The governing body	Chair of governors	Mr R Stevenson
Date of previous inspection	20 November 2000	Headteacher	Mrs Lynn Potter

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

Description of the school

Brampton Abbotts is a small primary school situated in Ross-on-Wye, Herefordshire. The majority of the pupils are of White British heritage. A high proportion have learning difficulties and disabilities. Children enter the Reception class with attainment below the level expected for their age, particularly in emotional and communication skills. The school is providing opportunities to promote family learning and support.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Brampton Abbotts provides a good education for its pupils. The school is a welcoming and confident community where the principles of social justice and equality are promoted well. Standards are average, but this represents good achievement and good progress for most of its pupils, except for those who are more able, who make satisfactory progress. The curriculum is good, taught well and enriched by a wide range of extra-curricular activities. There is a good partnership with local churches and the community. Also, there is growing support from parents, who feel strongly that the school is a place where their children are happy, safe and well looked after. The school provides good value for money.

The school judges many aspects of provision, including personal development, the curriculum, support, care and guidance, as good, and this is an accurate self-evaluation. However, its judgement of leadership and management is too generous. These are satisfactory mainly because there is no formal monitoring of teaching and learning, and the school does not formally evaluate the outcomes of some of its actions. There are also short comings in the teachers' marking of books which does not always tell the pupils what they need to do to further improve their work. Attendance is still too low, although the school has been working hard to improve it.

One of the school's key strengths is the care of its pupils. The pupils feel safe and enjoy school. A number of pupils interviewed said that this is 'a really good school, I like it'. Their behaviour and attitudes are good. The school has made good progress in dealing with issues raised in the previous inspection. It has good capacity to improve.

What the school should do to improve further

- Strengthen the evaluation of the school's work, particularly formal monitoring of teaching and learning.
- Provide more challenge for pupils, particularly those more able in order to improve their progress.
- Improve marking so that pupils know what they need to do to further improve their work.
- Improve attendance by urging parents to get their children to attend regularly and punctually.

Achievement and standards

Grade: 2

Pupils' achievement across the school is good. Standards in all years are now average due to the school's recent but highly effective improvement strategies. Pupils with learning difficulties and disabilities achieve well in relation to the targets in their individual education plans.

Most of the pupils enter the Reception Year with standards below those expected, particularly in their emotional and communication skills. They make good progress by

the end of Reception. Pupils continue to make good progress in Years 1 and 2, particularly in gaining skills in reading, writing and mathematics. Standards are average by the time pupils enter Year 3. They make good progress in Years 3 to 6, particularly the boys, but some of the more able pupils make satisfactory progress, and are capable of doing better. In contrast, pupils who have learning difficulties and disabilities make consistently good progress and are served well by the school.

Personal development and well-being

Grade: 2

Pupils have very positive attitudes to their learning and are mostly keen to succeed. They enjoy their lessons, are willing workers and very well behaved. In their discussions with inspectors, they were very supportive of their school and of each other. One pupil said he 'couldn't think of even one thing' the school needed to improve and was always happy to get to school each morning. Not all pupils are quite so keen. A number arrive a little late each day and attendance is satisfactory because some parents take their children out of school during term time for holidays.

The pupils' spiritual, moral, social and cultural development is good. They work and play happily together and make sure that nobody is left out of playground activities. They have a keen sense of justice and fair play. Pupils report that they cannot recall any incidents of bullying. They know that a balanced diet and regular exercise helps them to stay healthy. The school's membership of the fruit scheme and its provision of playground games and equipment help them to do so. The pupils appreciate that they are all valued members of the school community and they take their responsibilities seriously, especially the members of the Eco committee. The Eco committee makes a positive contribution to the school and the local community. Pupils learn about helping communities further afield, for example, by raising funds for a school in Uganda. Pupils, especially older ones, take on responsibilities to help the school to run smoothly through, for example, switching off lights when they are not needed, watering plants and help with playground activities. The pupils have well developed basic skills in reading, writing, numeracy and information and communication technology (ICT) that provide a solid foundation for their future economic well-being.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good, overall. The good progress that pupils make in their learning is boosted by the good ethos in the school and the range of activities provided. Lessons are generally guided well by effective plans which help to promote learning. Teachers often use questioning skills effectively but sometimes questioning lacks challenge for the more able pupils so that their work is not hard enough. Teachers enjoy very good relationships with their pupils, and both command and

receive their respect. The teaching assistants make a good contribution to the learning of individual pupils and groups.

The staff understand that better use of assessment is required to improve the level of challenge for individual pupils, particularly those who are more able. Although the school's assessment system accurately tracks pupil's progress, marking is not always helpful in telling pupils what they need to do to further improve their work.

Pupils with learning difficulties and disabilities receive practical and experienced help from the teaching assistants, who know when to intervene and when to stand back, to encourage pupils' independence.

Curriculum and other activities

Grade: 2

The school provides a well planned, varied and stimulating curriculum which matches the needs of most of its pupils.

The curriculum offers a comprehensive programme for pupils' personal and social development. Very good opportunities are provided for pupils to learn how to be safe and lead a healthy lifestyle. The strengths in the curriculum include provision for pupils with learning difficulties and disabilities, work in ICT, music, and art and design. Arrangements for settling children into the Reception are thorough. For those who arrive at other times, there is immediate support and friendship. There is a good range of well attended after school clubs that are effective in helping the pupils to develop their skills of self-confidence and teamwork. These are much appreciated by pupils and their parents. There are good links with the community and a number of local churches that enhance pupil's personal, social, moral and spiritual development.

Care, guidance and support

Grade: 2

The school cares well for its pupils. Good attention is paid to their health and safety and there is a very good focus on the importance of healthy eating and taking exercise. Pupils are confident that there is always an adult to turn to if they need help or support. Child protection procedures are firmly established and staff are fully aware of these. There are rigorous procedures to deal with any incidents of bullying or racism should they occur.

Staff give strong personal guidance and, for the most part, give satisfactory academic guidance. Pupils are fully involved in setting personal targets for attainment. However, older pupils are not fully aware of where they are in relation to National Curriculum levels nor what they have to do to reach the next one. This is a missed opportunity to help raise standards even more.

All the staff, including lunchtime assistants, are trained well to support individual pupils when they need it. Specialist teachers and teaching assistants give good support to pupils who have learning difficulties and disabilities, tailoring it to pupils' specific needs.

Leadership and management

Grade: 3

The leadership and management of the school are satisfactory. School self-evaluation processes are satisfactory. The headteacher and the deputy headteacher provide clear direction for the work of the school and strategies being implemented to raise standards are proving effective. For example, actions taken to remedy the weakness in speaking and listening, identified at the last inspection, are having a positive effect on achievement.

The school has a satisfactory range of monitoring systems. However, evaluation strategies are not well enough developed to enable the leadership to accurately identify the school's strengths and weaknesses. The headteacher and deputy carry out regular lesson observations but these are not formally recorded.

The governors are supportive of the school. They capably ensure that all statutory responsibilities are met. They do not, however, challenge the school sufficiently to help further raise overall standards. The school works well with parents, most of whom are very supportive and hold positive views about it.

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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	3	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	3	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	3	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	1	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?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	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	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	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 for making us feel so welcome in your school and being so friendly and helpful. We particularly want to thank the school Eco Committee who gave up their lunchtime to talk to us.

We liked these things most about your school

Your teachers take good care of you and provide lots of interesting activities for you in clubs and visits out of school.

You behave in a very sensible and mature manner around the school and in lessons.

Teachers listen to your ideas and allow you to play an important role in helping to run the school.

Teachers are helping you and your parents to help improve your work, particularly reading.

Teachers are giving good advice on how to look after yourself and stay healthy and safe.

This is what we have asked your headteacher and staff to think about

Take more account of what you know and can do when planning work for you.

Think more carefully about the work given to you so that you all have challenging and interesting work.

Spend more time checking on the work you do in your books and tell you what you need to do improve your work even more.

To make sure that you come to school regularly and on time.

To give your hardworking head teacher more time to work with teachers.