



Bramley Church of England Primary School

Inspection Report

Unique Reference Number 116278
Local Authority Hampshire
Inspection number 290481
Inspection dates 19–20 October 2006
Reporting inspector Derek Watts

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

Type of school	Primary	School address	Bramley Lane
School category	Voluntary controlled		Bramley
Age range of pupils	4–11		Tadley RG26 5AH
Gender of pupils	Mixed	Telephone number	01256881339
Number on roll (school)	362	Fax number	01256882395
Appropriate authority	The governing body	Chair	Mrs Sarah Stubbs
		Headteacher	Ms Ann Berresford
Date of previous school inspection	4 February 2002		

Age group 4–11	Inspection dates 19–20 October 2006	Inspection number 290481
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Bramley CE is a larger-than-average primary school. The vast majority of pupils come from a White British background. The proportion of pupils with learning difficulties and disabilities is below average. The proportion of pupils eligible for free school meals is also below average. Children generally enter the Reception with above expected levels of knowledge and skills. During the last few years, the intake has changed and attainment on entry has been closer to average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Bramley CE is a satisfactory and improving school. Pupils' personal development and well-being are a real strength of the school and are outstanding. However, pupils make only satisfactory progress in English, mathematics and science.

Good care, guidance and support contribute to pupils' excellent personal development. Pupils thoroughly enjoy school and this is reflected by their good attendance. They have very positive attitudes to learning and behaviour is outstanding. Pupils have an excellent understanding of the importance of healthy lifestyles. They readily take on responsibilities and make valuable contributions to the school and wider community. Bramley prepares pupils for the next stage of their education well.

Effective provision in the Foundation Stage ensures that children in Reception make good progress in all areas of learning and attain above expected standards. Teaching and learning and the curriculum in Years 1 to 6 are satisfactory and improving. These contribute to pupils' satisfactory achievement. Too few pupils attain the highest level in the end of Year 2 assessments particularly in mathematics and science but the school is taking appropriate steps to tackle this by providing more opportunities for pupils to acquire and apply investigation skills. Standards in the current Year 6 are above average in English, mathematics and science. These pupils have made satisfactory progress from their above average starting point in Year 2. Teachers have very good relationships with pupils. Their explanations, demonstrations and questioning promote learning well. Pupils make good progress when tasks are well matched to their needs. However, this does not happen in all lessons and pupils are not always sufficiently challenged, particularly the more able.

The headteacher is very well respected by pupils, staff and parents. Parents hold the school in high regard and rightly appreciate its extremely positive climate. A parent stated, 'The school has a friendly and welcoming environment for children and parents'. A few parents have commented that their children could make more progress and the inspectors agree. Teamwork among subject leaders is developing well and the headteacher and staff are committed to raising achievement and improving teaching and learning. Leadership and management are satisfactory and improving. Since the last inspection, significant improvements have been made in information and communication technology (ICT). Provision is now good and pupils are making good progress in acquiring and applying ICT skills. There are appropriate action plans to bring improvements in other areas but criteria to measure the success of the plans are not always sharp enough. The school is in a sound position to raise achievement.

What the school should do to improve further

- Raise achievement by improving the quality of teaching and learning to ensure that work is effectively matched to pupils' ability and needs.
- Ensure that the school improvement plan has sharply-focused criteria to enable the school to measure its success in raising pupils' achievement.

- Ensure that the more able pupils make good progress in mathematics and science in Years 1 and 2

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory overall. This is because while standards are above average by the end of Year 6 this is consistent with the pupils' high starting points. Children in Reception make good progress due to consistently good teaching and a well-planned Foundation Stage curriculum. School assessments and national data indicate that pupils' progress from Year 1 to Year 6 has been generally satisfactory over the past four years. Some weaknesses in the quality of teaching, particularly in the past, have prevented pupils making good progress but this situation is improving. Few pupils in Year 2 reach the highest levels, particularly in mathematics and science. The school is effectively tackling this by placing more emphasis on developing pupils' investigative and problem-solving skills. More pupils by Year 6 are attaining the higher levels in English, mathematics and science. Improvements in ICT have resulted in pupils attaining above average standards by Year 6. They use ICT well to support their learning in other subjects. Satisfactory provision enables pupils with learning difficulties and disabilities to make sound progress.

Personal development and well-being

Grade: 1

Pupils are extremely enthusiastic about school and their attendance is consistently above the national average. Behaviour is exemplary. An astute Year 6 girl said, "It's like catching a 'be good' virus"; Pupils' spiritual, moral, social and cultural development is good. They show a very clear understanding of peoples' different backgrounds, customs, and faiths. Pupils have gained an excellent understanding of the importance of healthy diets and taking regular exercise. Older pupils contribute well to the community by undertaking responsibilities around the school, such as being a 'play leader' where they organise games for younger pupils. This year pupils won an environmental award 'Solar Challenge', for their design of a car using renewable energy. Strong teamwork contributed to their success. Pupils have a good grasp of basic literacy, numeracy and ICT skills. These, with very good collaborative skills, prepare them well for the future.

Quality of provision

Teaching and learning

Grade: 3

Teaching in Reception provides a good blend of direct teaching and enabling children to explore and work independently. Children make good progress in Reception. Teaching in Years 1 to 6 is satisfactory and improving. Teachers' explanations and

demonstrations are clear and promote learning well. There are very good relationships between pupils and staff. Pupils respond well to effective questioning and they show a clear understanding of the work. Good opportunities are provided for pupils to discuss their work and this develops their vocabulary and speaking and listening skills well. Pupils make good progress when they are challenged and work is well matched to their ability and needs. However, this not always the case and when work is not well matched to needs the rate of learning slows. At times, there is an overuse of worksheets, particularly in mathematics and science, which can limit pupils' opportunities to plan and organise their own work.

Curriculum and other activities

Grade: 3

A satisfactory curriculum enables pupils to make satisfactory progress. The links between subjects which give pupils a better understanding of their learning are not yet fully established. The school has recently increased opportunities for problem solving in mathematics and science. Provision for ICT has improved and is now good. An exciting and practical curriculum in the Foundation Stage promotes children's learning well. A wide range of school activities, residential trips, visitors and after school clubs successfully enhances pupils' learning, confidence and enjoyment. Special events such as 'Space Watch' inspire pupils to find out about areas not normally covered in the curriculum such as astronomy. The 'Solar Challenge' gives pupils an exciting way to use their knowledge and understanding to solve problems. The personal, social and health education programme promotes healthy lifestyles very well and contributes to pupils' outstanding personal development.

Care, guidance and support

Grade: 2

Care, guidance and support have a major influence on pupils' outstanding personal development. Adults know the pupils well and have a high level of concern for their well-being. As a result, pupils feel safe. One parent wrote, 'My son loves school and feels secure. I am sure this is down to the excellent induction programme and the care shown by all staff.' Procedures for ensuring pupils' health and safety are robust and well understood by staff. Pupils are confident that there is someone to turn to for help if necessary. Good relationships with outside agencies means that support for vulnerable pupils is effective. Academic guidance is satisfactory and is developing through better assessment, marking and tracking of the pupils' progress. Although assessment information is usually used effectively to plan the next stages of pupils' learning there are some inconsistencies in practice. Consequently, not all pupils know their targets and how they might improve further.

Leadership and management

Grade: 3

The headteacher and staff have successfully created a very positive school climate and this contributes significantly to pupils' outstanding personal development. The school's reputation within the community has improved considerably since the arrival of the current headteacher. Parents praise the school's atmosphere, approachability and the headteacher's high presence around the school. Senior leaders have been less effective in ensuring that all pupils make good progress. However, this is now being addressed rigorously. The role of subject leaders is being effectively extended so they are more involved in monitoring and development. Recent initiatives include increasing drama opportunities, developing speaking and listening skills and promoting the importance of an investigations in mathematics and science. Effective leadership in ICT has resulted in good provision and pupils making good progress in this subject.

The school's evaluation of its effectiveness, teaching and learning and pupil achievement is satisfactory. However, the reporting of the school's performance to staff and governors tends to be descriptive rather than evaluative. The school has identified the right priorities to bring about improvements but the indicators used to evaluate the success of the plan are not always sharp enough or measurable. As a result, the school and governors do not always have a clear picture of how effective initiatives have been. The governors are committed and supportive. They are very much aware of the school's strengths in pupils' personal development and partnership with parents. They are beginning to hold the school to account for pupils' achievement and the quality of teaching and learning.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you so much for welcoming us into your school and showing us your work. We enjoyed our visit and would like to tell you what we found out. We think that Bramley CE is a satisfactory school and is improving.

These things were pleasing:

- The school is a very pleasant and positive place to be.
- You thoroughly enjoy school and attend regularly.
- Children in reception are making good progress
- You are polite, friendly, and your attitudes and behaviour are outstanding.
- You get on very well with other pupils and adults.
- The headteacher and staff know you well. You receive good care and support from them.
- The school now has more computers and you use these well.
- Your parents are very pleased with the school and appreciate its very positive atmosphere.

There are a few things that we think could be improved:

- At times, teachers could make sure that work is not too easy or too hard for you so that you can make even more progress.
- Staff and governors should check more closely how well their plans to make improvements are working.
- Some of the more able could make more progress in mathematics and science in Years 1 and 2.

Finally, thank you once again for all your help. We wish you all the best for the future.

With kind regards,

Derek Watts

Lead inspector