



# Bramley CofE Aided Infant School

## Inspection Report

**Unique Reference Number** 125243  
**Local Authority** Surrey  
**Inspection number** 293236  
**Inspection date** 17 January 2007  
**Reporting inspector** Charalambos Loizou

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

<b>Type of school</b>	Infant	<b>School address</b>	Birtley Road
<b>School category</b>	Voluntary aided		Bramley
<b>Age range of pupils</b>	4-7		Guildford GU5 0HX
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01483 892346
<b>Number on roll (school)</b>	33	<b>Fax number</b>	01483 898406
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Father John Bundock
		<b>Headteacher</b>	Mrs Angela Champness
<b>Date of previous school inspection</b>	29 January 2001		

<b>Age group</b> 4-7	<b>Inspection date</b> 17 January 2007	<b>Inspection number</b> 293236
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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

Bramley is a very small infant school situated in a generally advantaged area. The vast majority of pupils are of White British heritage. Other pupils come from a broad range of backgrounds and a very small number are in the early stages of learning English. The percentage of pupils with learning difficulties or disabilities is similar to that of most schools. The school has close links with its parish church and with other schools, colleges and organisations. It also manages a registered pre-school group for two- and three-year-olds. This is based in the school's Foundation Stage unit so the children can integrate with reception aged children.

## 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 where the pupils achieve well and reach well above average standards. The school's assessment of its effectiveness is modest, reflecting the high expectations of staff and their determination to continually improve. The pupils' personal development is good because staff provide good care and support. Pupils are exceptionally well behaved, enjoy school and develop excellent attitudes. Staff are very committed to pupils' all round development. Pupils with learning difficulties and disabilities are supported well and those who demonstrate high levels of ability are provided with appropriate stimulation and encouragement.

Parents think highly of the school, one commenting that, 'There is an amazing community spirit. The children run into school in the morning and are reluctant to leave in the evening'. Leadership and management are good. The headteacher has guided the school through good improvements since its last inspection with quiet determination and skill. The staff and governors work well as a team. Exceptionally strong partnerships with parents, the local community and other small schools in the area have helped to improve the curriculum, which is now good. An extensive range of after-school clubs, creative arts and visits in the local and wider community stimulate the pupils' enthusiasm for learning. International links with schools in Uganda and Sri Lanka help the pupils to appreciate cultures different from their own.

Standards in reading, mathematics and science are well above average by the end of Year 2, but writing standards are average and should be higher. There are strengths in the way reading and mathematics are taught but relative weaknesses in the teaching of writing, where opportunities are missed for pupils to use their skills to write in different subjects. Consequently, pupils lack the confidence to write independently and at length.

Teaching and learning are good. Teachers make good use of computers and interactive whiteboards that help to develop key skills that prepare pupils well for the future. Teachers' planning is meticulous and includes broad learning intentions that are often shared with the pupils. However, the objectives of lessons are not always broken down into meaningful steps to help pupils understand what to do next to reach their targets.

The teaching in the Foundation Stage is good and provides a stimulating range of experiences for the children. Highly skilled staff help the children to quickly settle into school and make good progress towards the learning goals expected of five-year-olds. Strong and effective links with the pre-school group enables all the children in both the Reception class and playgroup to rapidly develop good social and personal skills.

The school has made very good progress developing outside areas, many of which have been designed by the pupils; as one Reception child said, 'It's like an adventure'. The sensory garden, vegetable patch, willow trail, mazes and play areas are exciting places for the pupils to learn. Even the rain fails to dampen their spirits or enthusiasm for learning in these outdoor classrooms.

Since the last inspection the school has maintained good teaching and standards and established a high degree of satisfaction amongst parents, one commenting, 'Bramley Infant School can only be considered as a hidden gem'. The school has good capacity to continue improving and raise standards further.

### **What the school should do to improve further**

- Improve the teaching of writing to raise standards and provide more opportunities for pupils to write independently in different subjects.
- Ensure that teachers set out what they want pupils to learn into manageable steps that will help the pupils understand the next stages in their learning.

## **Achievement and standards**

### **Grade: 2**

The majority of pupils start school with above average attainment and make good progress in both their academic and personal development. A good start is made in the Foundation Stage where the children are provided with a stimulating range of activities. By the time they start Year 1, they exceed the standards expected for their age in all areas of learning. Standards are well above average by the end of Year 2, but writing standards are average and should be higher. Reading standards are well above average because there is consistency in the way letter sounds and reading skills are taught. However, there are too few opportunities provided for pupils to improve their confidence in writing independently and at length. Mathematics standards are well above average because number skills are taught well from an early age. The number of pupils taking the national tests in Year 2 is usually too small to provide reliable information about standards and trends. However, pupils' work and performance shows that all pupils, including those with learning difficulties and disabilities, make good progress in relation to their starting points.

## **Personal development and well-being**

### **Grade: 2**

Overall, the pupils' spiritual, moral, social and cultural development is good. Pupils are active and healthy, which is reflected in their participation in games and physical activity during after school clubs and break-times. Special topics about food and growing vegetables during gardening club help to improve the pupils' understanding of healthy eating. Pupils feel safe and secure because they are well cared for. They reflect on spiritual and moral topics in assemblies where they are encouraged to provide ideas and suggestions, for example, when designing the golden tapestry during the celebration of the Queen's Golden Jubilee. Pupils are encouraged to show enterprise, like designing improvements to outdoor areas and the cover for the parish magazine. Pupils reflect on those less fortunate than themselves through their involvement in charitable fund-raising. They learn about other cultures and customs through links with schools in Uganda and Sri Lanka. They appreciate their role in the local community through joint ventures with local schools such as the creative arts week. Attendance

levels are satisfactory and improving well and pupils' behaviour in lessons and around the school is excellent.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Pupils make good progress in their learning because of good teaching. Teachers plan their lessons meticulously to ensure tasks are well matched to the abilities of all pupils. There are clear learning objectives shared with pupils in each lesson. However, these are often too broad and not broken down into manageable steps. Good use is made of role play and outdoor areas in the Foundation Stage to stimulate and develop the children's knowledge of the world around them. Early writing skills are well taught so pupils form letters and spell accurately. However, as the pupils mature through Years 1 and 2, there are too few opportunities provided for them to extend their independent writing across subjects, which slows their progress. Teachers make accurate assessments of the pupils' performance and work. A good start has been made that has led to refinements to the way reading and writing are taught, for example, through a regular and intensive programme of phonics teaching each day. This is rapidly improving spelling and reading standards.

### **Curriculum and other activities**

#### **Grade: 2**

The school provides a good curriculum that is enriched by an outstanding range of extra activities, clubs and the creative arts. These successfully improve the pupils' personal and academic development. Children in the Foundation Stage are provided with a well balanced programme of indoor and outdoor activities. These stimulate their interest and enjoyment of school and learning. Throughout the school, a good range of visits and visitors, combined with joint projects with other schools, add interest and variety to pupils' experiences. Topics are planned that link different subjects well, for example, the design and construction of a model butterfly using mod-roc techniques, improves the pupils' understanding of artistic techniques and their knowledge of science, nature and the environment. Information and communication technology is used well to enhance learning and to support the pupils' knowledge of key skills using computers, cameras and tape recorders. There have been good improvements to the curriculum since the last inspection. However, there are missed opportunities to develop pupils' independent writing across all subjects.

### **Care, guidance and support**

#### **Grade: 2**

The care, guidance and support provided for pupils are good. The school conducts effective health and safety audits and carries out systematic risk assessments for the supervision of pupils and the use of indoor and outdoor resources. The school has

good systems to support the safe recruitment of staff with effective checks made on all adults who work with pupils. Pupils with learning difficulties and disabilities are well supported. Assessment and tracking systems are used well to support pupils and helps teachers to take effective action in cases where pupils are not doing as well as they could. Teachers and support staff are good at responding to the needs of pupils of all abilities. However, their planning and pupils' targets do not always set out clear steps for improvement that are fully understood by the pupils to help them work towards the next stage of their learning.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The school knows itself well, although modest assessments of its effectiveness demonstrate the staff and governors' high expectations. School self-evaluation is good and based on systematic monitoring of the teaching and of the pupils' performance. The much improved involvement of governors in supporting and monitoring the school has guided the school through good improvements since the last inspection. Consequently, the management of curriculum subjects has improved significantly and has resulted in a lively, imaginative and balanced programme of activities for the pupils. Planning for improvement takes good account of the views of pupils, staff and parents. The effective development of teaching has ensured that standards improve and has helped to recognise where improvements are needed, particularly in closing the gap between reading and writing standards. Governors hold the school to account well through focused visits and monitoring of the school's performance. Indoor and outdoor resources are of high quality, including displays of pupils' work which create a very positive learning environment. The school's track record of improvement demonstrates that it has good capacity to continue improving standards.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

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

<sup>1</sup> 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

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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 very much for welcoming me to your school. You were all very friendly and helpful and I enjoyed my day.

Your school provides you with a good education and your parents agree.

There are many good things about your school that it is hard for me to pick out the very best. However, these are what impressed me most:

- you are very well behaved and try very hard in lessons
- your teachers are helping you to do well and you learn to help other pupils
- you enjoy school and reach good standards; I really liked your pictures of the golden tapestry and the lovely model of a butterfly you all made
- your parents are very pleased with the school and like to help in school
- the staff take good care of you and make sure you are all safe and happy
- your headteacher, staff and governors manage the school well and work hard to give you extra things to do during and after school, like gardening and games.

I have asked your teachers to:

- help you do better with your writing
- explain how to make small steps during lessons that will help you reach your learning targets.

Well done, and I wish you all the very best.

Yours faithfully

Charalambos LoizouLead Inspector