

Bransgore Church of England Primary School

Inspection report

Unique Reference Number	116274
Local Authority	Hampshire
Inspection number	312240
Inspection dates	6–7 December 2007
Reporting inspector	Graham Stephens

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	319
Appropriate authority	The governing body
Chair	Dr Steve Tomkins
Headteacher	Mr Peter Pretlove
Date of previous school inspection	22 September 2003
School address	Ringwood Road Bransgore Christchurch BH23 8JH
Telephone number	01425 672272
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Age group	4-11
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Introduction

The inspection was carried out by three Additional Inspectors

Description of the school

The school is larger than many primary schools. Pupils come from a variety of backgrounds. The rural catchment area includes a local authority gypsy site. There is significant pupil mobility. The proportion of pupils with learning difficulties is average. Few pupils are from minority ethnic groups and a small minority are at an early stage of learning English. The school has been awarded the Healthy Schools Award, Sportsmark, Golden Status for social and emotional development and very recently an award for Information and Communication Technology (ICT).

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Bransgore Church of England primary school is a very successful school. 'I am always impressed by how excited the children are about what they have learned and their ability to think for themselves,' said one parent. Achievement is outstanding and from broadly average starting points pupils leave with standards that are significantly above average in English, mathematics and science. Pupils are encouraged to write for a purpose and their highly developed writing skills are reflected in books, displays and the exceptionally high standards achieved in national assessments last year.

The number of pupils who leave and enter the school other than at the usual time is much higher than average but very good assessment and induction procedures ensure that pupils settle and quickly engage in lessons. All staff both teaching and non-teaching are dedicated to providing a secure and happy environment where learning is the focus of all that they do. Teaching is consistently good and often outstanding. Staff use the information provided by the regular assessments very well to ensure pupils' needs are met. Lessons proceed at a brisk pace and teachers are very skilled at ensuring that pupils are secure about what they need to do to improve. Marking is fun, informative and really values the pupils' work. Pupils with learning difficulties and disabilities, gypsy learners and the very small minority with English as an additional language achieve very well. They are supported effectively by skilled teaching assistants who boost their self-esteem effectively and encourage them to greater efforts.

Pupils' personal development and well-being is outstanding. All adults are very good role models and have high expectations. Consequently, pupils behave in a mature, polite and friendly way treating each other, staff and visitors with the utmost respect. Pupils enjoy coming to school and this is reflected in the good attendance. Parents report that children are eager to attend and that some are disappointed that the school is closed at weekends! Pupils work together well and relish the challenges presented to them in lessons across the curriculum.

The already outstanding curriculum has been further revised to include elements focusing on society and different cultures. This is beginning to have a very positive impact especially in giving pupils even more opportunities to evaluate and review their own knowledge and understanding in all subjects. Staff are working hard to revise programmes of study so that they reflect these additional elements. The school acknowledges that this work needs to be completed and the revised curriculum embedded.

Secure procedures ensure that all requirements relating to pupils' safety are met. Pupils are encouraged to take on responsibilities and are very well prepared for economic well-being. Last year pupils in Year 6 undertook a financial capability project and raised over £1000 for various charities of their choice. The inspiring leadership of the headteacher and the learning leadership team impact on all aspects of the school. Very good progress has been made since the last inspection and ICT now supports learning well in subjects across the curriculum. A weekly focus on continuing professional development ensures that 'learning' and the progress of the pupils is at the heart of all that happens in school. All staff lead their areas of responsibility with confidence, safe in the knowledge that the support of colleagues is available. This teamwork and determination to continue to improve is a strength of the school. It has an outstanding capacity to improve further.

Effectiveness of the Foundation Stage

Grade: 1

The Foundation Stage is outstanding. It is used as a model of good practice by the local authority. Children start with knowledge, skills and understanding just below those expected for their age, especially in writing. Extremely well focused teaching ensures children make rapid progress. Very good induction procedures help them settle into school quickly. Behaviour is excellent. They enjoy school and are eager to learn. The curriculum is excellent and well presented. There is a very good balance between adult led and child chosen activities. These are all diverse, relevant and interesting, successfully adding to children's enjoyment, engagement and achievement. Assessments, particularly of mathematics and communication, language and literacy are used well to organise children into appropriate groups for adult led activities. Curriculum workshops, daily communication and imaginative homework activities successfully help parents further extend children's learning out of school.

What the school should do to improve further

- Embed, as quickly as possible, the recent changes to the curriculum in order to enhance, even further, the learning opportunities for the pupils.

Achievement and standards

Grade: 1

Pupils achieve very well. Although they enter with skills that are just below expectations, they consistently leave in Year 6 with standards that are well above average. All, including those with learning disabilities, the very small minority with English as an additional language and gypsy learners, attain the very challenging targets set for them. It is commendable that in 2007, all pupils met the expected standard in English and a large percentage attained the higher levels. Outcomes in mathematics and science were also significantly above average. Pupils' progress is very carefully tracked and teachers are ever vigilant to ensure that pupils are either challenged or supported as appropriate. The school is not complacent and is intent on providing further challenges and opportunities for pupils to apply their skills in subjects across the curriculum.

Personal development and well-being

Grade: 1

Pupils enjoy school and have very positive attitudes to their learning. They work hard in lessons both individually and when collaborating with others. Attendance levels are above the national average. Pupils speak confidently about what it means to live a healthy life-style. Behaviour is excellent. Pupils are thoughtful and unfailingly courteous. Pupils' spiritual, moral, social and cultural development is outstanding. They are aware of differences between people from different backgrounds and understand the need to be tolerant towards others. They discuss complex topics, such as racism, with real understanding of the issues involved. Pupils develop well those skills that will contribute to their future economic well-being while also contributing well to the community. They care for each other very well. 'We don't often have disagreements but if we do there's normally a friend around to help sort it out', said a pupil. Pupils in Years 5 and 6 also play an active part in a 'parliament' that has successfully lobbied for changes, such as the range of facilities available during wet playtimes.

Quality of provision

Teaching and learning

Grade: 1

Teachers plan with great care to ensure the needs of all pupils are met. Consequently, pupils are either challenged or supported very well, whichever is appropriate. Teaching assistants often give this provision. They are very skilled at supporting pupils with learning difficulties who consequently make good progress. Gifted and talented pupils are identified and presented with challenging targets. Teachers expect high standards and, through very good questioning, they encourage pupils to reflect, explain and justify their thinking and consequently further consolidate their learning. Great emphasis is given to the use of language throughout the school and as a result pupils express themselves well as observed in a Year 6 lesson where a pupil began a poem with the words, 'The faint wall shrouded in mist.' Very good relationships underpin all teaching and consequently pupils enjoy learning.

Curriculum and other activities

Grade: 1

The curriculum is broad, imaginative and relevant. Recent developments are already having an extremely positive impact on the enjoyment, engagement and achievement of all pupils. For example, the introduction of a well established approach to English now provides a very effective system through which pupils are making outstanding progress. Vibrant and rapidly improving speaking and listening skills underlie outstanding achievement in writing. Pupils are extremely enthusiastic about the new international primary curriculum in which they learn about citizenship, society and cultures across the world. A group of older pupils were highly motivated to research and present details of international leaders including King Henry VIII, Hitler and Lenin. Such lessons contribute very effectively to outstanding progress in speaking, listening, historical, cultural and social skills and the preparation of pupils for later life and learning. Programmes of study are being written to reflect these, recently introduced, additional elements. This work, when completed, will enhance the curriculum even further.

Care, guidance and support

Grade: 1

All pupils are cared for, guided and supported extremely well. Systems to safeguard their health and safety are securely in place. Vulnerable children, including those with learning difficulties and disabilities, are cared for and supported effectively. Very warm and supportive relationships between staff and pupils successfully support pupils and also increase their independence. Guidance for learning is extremely good. Pupils' progress is tracked very carefully over time and teachers use this information well to ensure that lessons are planned to meet their diverse needs. Marking is up to date and clearly shows pupils what they have done well and how they can improve their work further. Through 'tips' for learning and discussions with staff, pupils are clearly shown and understand some next steps for learning which successfully enable them all to achieve well. Individual learning needs are supported well. Organisation of classes on the basis of need rather than age successfully contributes to outstanding achievement and personal development.

Leadership and management

Grade: 1

The headteacher provides inspirational leadership. He leads a very effective Learning Leadership Team that has a very clear vision and is determined to improve the school still further. Staff collaborate very well. All teaching and non-teaching staff are included in two day residential annual reviews and planning meetings when decisions relating to the future development of the school are made. Consequently, all understand and are fully committed to achieving the objectives clearly stated in the school development plan. All teaching staff have a good understanding of the strengths and weaknesses in their areas of responsibility and pursue challenging targets relentlessly. The views of parents and pupils are sought and acted upon. Recently one pupil said, 'we need more do and less talk!' Staff reflected on this comment and it has subsequently been included in the school's teaching and learning policy. The governors support the school well. They have a firm grasp of its strengths and weaknesses and contribute effectively to the long term vision. Governors' minutes indicate that they could be even more incisive in holding the school to account to raise standards even further. This would reaffirm the headteacher's vision that 'raising standards is central to all that the school does.'

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Annex A

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?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

Achievement and standards

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

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	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
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	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
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

17 December 2007

Dear Children

Inspection of Brangsgore Church of England Primary School, Christchurch, BH23 8JH

Thank you for being so polite, friendly and welcoming when we came to visit your school recently. We really enjoyed meeting you, talking to you and looking at all the work that you do.

We think you go to an outstanding school. This is a list of some of the things we liked best.

- You do very well in your work.
- You are very polite and caring of each other. Your behaviour is excellent.
- Your teachers are very good at planning and are always looking for more interesting things to teach you.
- All the adults in your school make sure that you are really well looked after.
- Your headteacher and the other people who help run your school are doing an excellent job.

Every school, even one as good as yours, have things that could be improved. We have asked your headteacher and all his staff to work as quickly as possible and plan how best they can teach you all the new subjects that are in the new curriculum currently being introduced.

With best wishes for your future success

Graham Stephens

Lead Inspector