

Breamore Church of England Primary School

Inspection report

Unique Reference Number	116275
Local Authority	Hampshire
Inspection number	312241
Inspection date	8 May 2008
Reporting inspector	Bernice Magson

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	148
Appropriate authority	The governing body
Chair	Mr John Boyd
Headteacher	Mrs Ruth Conway
Date of previous school inspection	7 March 2005
School address	Salisbury Road Breamore Fordingbridge SP6 2EF
Telephone number	01725 512286
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Introduction

The inspection was carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: how the school is seeking to raise standards in writing; the quality of pupils' personal development; and how well leaders and managers at all levels are responding to the change in the school's organisation and the impact on standards and the quality of provision. Evidence was gathered from the school's records, planning and policies, from observing teaching and learning, and from discussions with children, staff, parents and governors, and from a scrutiny of parents' questionnaires. Other aspects of the school's work were not examined in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in self-evaluation, were not justified, and these have been included in the report.

Description of the school

Breamore is a small rural primary school situated in the village of the same name, near Fordingbridge in Hampshire. Almost all pupils are of White British origin, and a very few are of Asian heritage. The number of pupils joining and leaving the school other than at times of normal admission is above average. There is a significant difference in the numbers of boys and girls overall, and in most cohorts. A few pupils have learning difficulties and disabilities. The school has achieved Investors in People status, a Healthy Schools award and Activemarks for information and communication technology and geography. Extensive building work is taking place to accommodate increasing pupil numbers.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

'Breamore is a child-centred school', commented one parent, expressing the views of many who appreciate how well their children achieve, both in their personal development and academically. Indeed, in this good school, the headteacher, staff and governors know pupils extremely well and provide excellent care and support. As a result, pupils are enthusiastic learners and competent ambassadors of the school's shared values of creative thinking, independent learning and respect. The personal development of pupils is outstanding. Pupils join in enthusiastically with all the school has to offer and attend regularly. They make an excellent contribution to the life of the school, in the local community and the wider world.

Good teaching means that pupils make good progress from above average starting points. By the end of Year 6 pupils attain high standards in English, mathematics and science. Significant numbers of pupils attain the higher levels in national tests in English, mathematics and science, at both 7 and eleven years of age. Variations in the school's performance in national tests in some cohorts are the result of higher than average numbers of pupils with learning difficulties and disabilities and increased levels of pupil movement at times other than normal admission. The school has undertaken a recent review of teaching and the curriculum in order to raise standards further and now pupils are mostly taught in year groups. Assessments show that progress of pupils has accelerated in both reading and writing, because there is a better match of learning task to ability. The school predicts more pupils will attain the higher levels in national tests in Years 2 and 6.

Teachers have high expectations of pupils and set challenging targets. Learning tasks are based effectively on regular assessment of pupil progress and teachers use a variety of methods to challenge and motivate pupils. Although most teaching is of a good quality, some teachers do not always plan learning tasks that are of sufficient challenge for more able pupils, particularly in writing. In the most effective lessons, teachers pose questions skilfully so that pupils investigate meaningfully and develop original ideas. Lessons often include good opportunities for debate and promote an understanding of respect and citizenship. In a literacy lesson in Year 6, for example, pupils took part in a good discussion about polite yet persuasive methods to employ when writing a letter of complaint.

A good curriculum ensures that the needs of every child matters. Parents of pupils with learning difficulties appreciate how well the curriculum is adapted to enable all pupils to learn equally. 'I applaud the way teachers adapt their teaching to help specific groups of children', wrote one parent. 'Additional support has made a remarkable difference and boosted the confidence of my child in reading.' The curriculum is enhanced with enrichment weeks, which are popular with pupils and provide good opportunities for them to learn in more depth. The school has recognised the need to extend the range of out of school activities which, due to building work, are only satisfactory.

Leadership and management are outstanding. The headteacher promotes her vision and ethos of the school very well, ably supported by a strong and cohesive team of staff and governors. Together they have worked hard to sustain the excellent pastoral care of pupils and maintain high standards, during a period of considerable disruption caused by building developments. Self-evaluation is good and leads to the development of a clear and cohesive improvement plan. Systems for monitoring and evaluation of the school's performance are well-established. Subject coordinators and governors are involved in the monitoring of teaching and learning,

but they recognise that this is an area for improvement, because allocated time is often limited. Nevertheless, given the school's consistent track record and good levels of expertise of all adults, the school has an excellent capacity to improve.

Effectiveness of the Foundation Stage

Grade: 2

The Reception year provides a good start for children's education. Children are happily settled and have good relationships with each other. They respond well to school rules and have positive attitudes to learning. Children concentrate well when working with adults, or independently, and make good progress in all areas of learning. Teaching is good. Activities are planned to interest and challenge children in depth, and good links are made between curriculum areas. Already some children are achieving beyond expected goals for their age, such as in creating intricate symmetrical designs, or in reading. Learning from independent play outdoors is only satisfactory, because there is no designated area available currently, and provision is limited. Staff work hard to allow children to play securely and safely outdoors, whenever possible, and some good adult-led activities do take place. For instance, children searched in the undergrowth for mini-beasts, and with adult support, identified them in library books, and then recorded their findings numerically. Overall children achieve well and, from above average starting points, reach beyond expected goals for their age by the end of the Foundation Stage.

What the school should do to improve further

- In the Foundation Stage, provide a greater range of activities outdoors for exploratory play in a safe and secure designated area.
- To enrich the curriculum further, implement plans to extend the range of out of school activities.
- Ensure that subject leaders and governors are involved fully in the monitoring and evaluation of teaching and learning and the curriculum.

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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?	2
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	2
The capacity to make any necessary improvements	1

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	1
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

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	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
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	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	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

21 May 2008

Dear Pupils

Inspection of Breamore Church of England Primary School, Fordingbridge, SP6 2EF

You may recall that I visited your school recently. It was good to meet so many of you. Thank you for making me so welcome. I enjoyed finding out about all the interesting things you are doing. When the building work is finished, I am sure that you will enjoy working in the new classrooms and hall. I think that you have a good school. What I liked most is:

- you are friendly and welcoming to visitors
- you care for each other extremely well and your behaviour is excellent
- you work hard in lessons and reach high standards in English, mathematics and science by Year 6
- enrichment weeks sound very exciting and provide you with very good opportunities to learn more
- you are making excellent contributions in support of others in school, community and the wider world
- your parents and carers are very glad that you attend this school
- your headteacher and all the adults work hard to make your school even better.

To make your school even better I have asked your headteacher, staff and governors to do three things. I think that they could provide an area outdoors with a greater range of exciting things for children in the Reception year. For children in Years 1 to 6, I have asked if more activities can be provided for you to do out of school. Also, I think that the staff and governors could help your headteacher more in checking how well you and the school are doing.

I hope that you carry on enjoying the many interesting things provided for you. I am sure that your school will continue to improve.

Yours sincerely

Bernice Magson

Lead Inspector