

Brockhampton Primary School

Inspection report

Unique Reference Number	116657
Local Authority	Herefordshire
Inspection number	312359
Inspection date	31 October 2007
Reporting inspector	Anthony O'Malley HMI

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	153
Appropriate authority	The governing body
Chair	Jane Thompson
Headteacher	Lindsey Taylor
Date of previous school inspection	7 March 2005
School address	Brockhampton Bringsty Worcester WR6 5TD
Telephone number	01885 483238
Fax number	01885 483238

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors. The overall effectiveness of the school and the following issues were investigated: academic achievement; teaching and learning; the quality of care, guidance and support; and leadership and management. Evidence was gathered from assessment data; the school's records and documents; parents' responses to the inspection questionnaire; observation of the school at work; and discussions with staff and pupils. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

This smaller-than-average-sized primary school serves a rural area. Many pupils come from the local farming community but an increasing number of pupils are travelling from out of the catchment area and in particular from the town of Bromyard. Most pupils travel a considerable distance to school, some being transported by school buses while others are brought by car. Almost all pupils are of White British origin and no pupil is at an early stage of learning English as an additional language. The percentage of pupils with learning difficulties and/or disabilities is broadly average. A below-average percentage of pupils are eligible for free school meals.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Inspection evidence supports the school's view that it provides a satisfactory education for its pupils. The school has some important strengths and successfully secures its aim, 'To develop happy and confident children who will strive to be the best they can be.' Parents and pupils recognise this and overwhelmingly hold the school in high regard.

Pupils make satisfactory progress. They enter the Reception year with a range of skills that are broadly typical for their age and reach standards that are average at the end of Year 6. Teachers' assessments at the end of Year 2 show that standards at this point have been broadly average for the last three years.

Achievement is prevented from being better than satisfactory by variations in the effectiveness of teaching in different classes. This variation in teaching quality leads to inconsistencies in the rate of pupils' progress as they move up through the school. Although there is some good teaching, there is not enough to move pupils' rate of progress up to good. The headteacher has been in post since April 2006 and has acted to improve teaching. The positive impact of action taken so far is evident in lessons and in pupils' books and teaching is starting to become more effective. Pupils are clear about what they are going to learn in each lesson and respond well to carefully organised teaching. Information and communication technology helps them to understand new learning and to practise basic skills. Work in the pupils' books shows that most teachers plan work to meet the range of needs in a class and that marking is helping pupils understand how well they have achieved. However, there is still work to be done and at present teaching is satisfactory overall. Learning slows when the match of the activity to the learning objective is not sharp enough and when expectations of what pupils with learning difficulties can achieve are too low. In a minority of lessons teachers direct questions to those pupils who know the answer rather than to check the understanding of particular individuals.

The curriculum is a real strength of the school and contributes well to the pupils' good personal development. The school is set in glorious countryside and makes the most of the wonderful opportunities for learning in the locality. In addition, visits to places of worship in Birmingham and an exciting range of residential experiences from Year 2 onwards ensure the pupils have a good understanding of other cultures and places. The number and variety of after-school clubs reflect the commitment of the staff to the personal development of the pupils. Writing by Year 4 pupils about Henry VIII demonstrates how well the school has improved the promotion of literacy skills across the curriculum, this having been an area identified for improvement at the last inspection.

A very active school council is just one example of how pupils contribute positively to the school community. Events such as 'The Last Night of the Proms' also enable the pupils to play a part in the life of the neighbouring town of Bromyard. These, and links with Tanzania, help pupils to reflect on the effects of their actions and develop compassion for the plight of others at home and in other countries. As a result, pupils have well-developed spiritual, moral, social and cultural understanding. The maturity with which pupils carry out their responsibilities in school, their ability to work collaboratively and the confidence they have when talking to adults show that they are well prepared for the future. Pupils are satisfactorily aware of how to keep healthy but many do not bring healthy lunches! They have a good understanding of keeping safe, including when out of school, such as when they are near farm machinery.

Care, guidance and support for pupils are satisfactory. All the statutory procedures for safeguarding pupils are in place and there are good links with other agencies such as the Royal Society for the Prevention of Accidents, police and fire service. However, systems for identifying any pupils not making expected progress during the academic year have not been sufficiently rigorous to ensure that teachers take effective measures to accelerate learning. New monitoring procedures are now in place but it is too early to see the impact of these developments.

Leadership and management are satisfactory. Until recently subject leaders have had few opportunities to drive up achievement in their areas of responsibility and this has limited the impact of actions taken to secure consistently good teaching. Training on monitoring and evaluating has improved the capacity of subject leaders to lead their areas and this is shown in the contributions they have made to the school's good self-evaluation. The priorities identified address important areas for improvement. These developments, together with the improvements already noted in the quality of teaching, show that the school has good capacity to improve. Governors are supportive and consult each term with parents. They are keen to play a more active role in monitoring the effectiveness of the school's work. At present, the targets they set with the headteacher for pupils to reach at the end of Year 6 lack challenge and represent an expectation of satisfactory rather than good progress.

Effectiveness of the Foundation Stage

Grade: 2

Provision in the Reception class is good. Good teaching based on a clear understanding of how young children learn and on accurate and regular assessments enable all children to achieve well, particularly in their language and social development. The exciting outdoor classroom and learning area are ideal for promoting speaking, listening and socialising. This was seen when, as part of the 'fireworks' theme, children's imaginations were busy making fireworks, painting fire engines and putting out fires. The quality of talk and imaginative play showed their good learning, and assessments show good progress across most areas of learning. Children are cared for and supported well so they settle into school quickly. There are very strong links with parents, including guidance for parents on what children are learning and how to help them at home.

What the school should do to improve further

- Increase the amount of good teaching and particularly improve the match of activities to the lesson's purpose and expectations for the lower-attaining pupils.
- Ensure that pupils who are falling behind are identified quickly and that effective action is taken to rectify this.
- Ensure that challenging targets are used to raise standards.

A small proportion of schools where overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next inspection.

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?	3
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?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
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?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	3
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
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?	2
How well are learners cared for, guided and supported?	3

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?	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 leaders and managers use challenging targets to raise standards	3
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	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

1 November 2007

Dear Pupils

Inspection of Brockhampton Primary School, Bringsty, Worcestershire WR6 5TD

Thank you for making me so welcome when I visited your school recently. Your behaviour around the school and the way you treat one another are impressive. They certainly make Brockhampton Primary a friendly place to learn and play. I particularly enjoyed spending time with the Reception children in their wonderful outdoor area. You really are fortunate to go to school in such a beautiful part of the country.

Your school gives you a satisfactory education and you reach the standards expected for your age by the end of Year 6. I have asked the school to help you do even better than this by setting challenging targets for you to reach, ensuring that activities set in class always help you to learn and that the work set for pupils with learning difficulties is not too easy. I have also asked the teachers to act quickly if they find out that some of you are falling behind.

Your attendance is good and is above the national average. I am sure that the exciting curriculum makes coming to school fun. The range of school trips, after-school clubs and links with the town of Bromyard means that you always have something to look forward to.

I heard all about the work of the school council and your fundraising activities. Good luck with the sponsored walk. I know that you enjoy walking on the downs around the school and that this keeps you fit. I did notice, however, that many of you who bring packed lunches into school do not always eat a healthy lunch!

Thank you again for all your help. I hope that you carry on enjoying school and helping to make Brockhampton Primary an even better place to be. You can help your teachers by carrying on behaving well and using the school council and pupil surveys to share your views on the school with the headteacher and other adults.

Best wishes

Anthony O'Malley Her Majesty's Inspector

Annex B

1 November 2007

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Anthony O'Malley
Her Majesty's Inspector