

# Bournebrook CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	130881
<b>Local Authority</b>	Warwickshire
<b>Inspection number</b>	315643
<b>Inspection date</b>	5 February 2008
<b>Reporting inspector</b>	Joyce Cox

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	152
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Burrin
<b>Headteacher</b>	Mary Hoverd
<b>Date of previous school inspection</b>	19 January 2004
<b>School address</b>	Coventry Road Fillongley Coventry CV7 8ET
<b>Telephone number</b>	01676 540390
<b>Fax number</b>	01676 542732

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<b>Age group</b>	3-11
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## Introduction

The inspection was carried out by one Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: the accuracy of the school's view that it is outstanding in all aspects and the actions taken to raise pupils' achievement in writing. Evidence was gathered from: the school's self-evaluation; the school's assessment records; observation of the school at work; discussions with pupils, staff, parents and governors; analysis of parental questionnaires. All classrooms were visited. 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. These have been included where appropriate in this report.

## Description of the school

This voluntary controlled Church of England primary school serves the parishes of Fillongley and Corley, incorporating outlying villages. Almost all pupils are of White British heritage, although a small number of pupils are from minority ethnic backgrounds. All pupils speak English at home. The proportion of pupils with learning difficulties and/or disabilities is below average. Children enter the Foundation Stage with skills and experiences that are broadly typical of three-year-olds.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school in all respects. One of the key reasons for the school's many successes is that the headteacher's inspiring leadership enthuses others to have the highest possible aspirations for the school and its pupils. She has skilfully built a staff team that is totally committed to school improvement and who strive for excellence in all that they do. Virtually all parents speak in glowing terms about the school's considerable achievements. One parent, summing up the views of many, wrote, 'I think if all schools were as good as this one, then all children would be getting the education they deserve.' Others say that they would recommend, 'this excellent family orientated and well-managed school to anyone'.

On entering Bournebrook C of E Primary, visitors are instantly struck by the exciting, stimulating and vibrant learning environment. Bright, spacious corridors and classrooms filled with excellent displays convey the outstanding achievements of the pupils and the high expectations of staff. This is a school where every pupil is valued, totally included in all activities and made to feel special. Children in the Foundation Stage have a very happy start and make excellent progress, and most attain the expected levels for children of this age on entry to Year 1. Excellent achievement continues in the Year 1 and Year 2 classes and standards are above average at the end of Year 2. The outstanding achievement of pupils means they reach very challenging targets by the end of Year 6 and attain exceptionally high standards in reading, mathematics and science. These standards represent outstanding progress and achievement for pupils with learning difficulties and/or disabilities, who receive excellent support with their learning. Standards in writing are above average and pupils achieve well but senior leaders are not complacent and are currently implementing strategies to ensure pupils achieve exceptionally high standards in writing as well. A fundamental reason why standards are so high is that the quality of teaching throughout the school is outstanding. This has a considerable impact on pupils' learning and achievement. By pitching work and support precisely at pupils' own levels, staff ensure that all pupils enjoy their work and feel they are successful. There are notable strengths in how work is planned, how time is managed and in staff's high expectations of pupils' work and behaviour. The team of talented and highly competent teaching assistants provide excellent support to teachers and pupils. They are much valued staff members and confidently take responsibility for leading activities such as touch-typing or art and for setting up and overseeing the high calibre displays throughout the school. Staff make excellent use of precise assessment information to record and track pupils' progress. This information is also used extremely well to set challenging targets for pupils to attain in tests at the end of all year groups. Staff and pupils work very hard to ensure these targets are met. Relationships and pupils' behaviour are exemplary and, consequently, pupils are extremely motivated and learn exceptionally well. Teachers' excellent planning, builds very effectively on pupils' prior knowledge and differing needs. This, coupled with considerable staff expertise in the different ways in which pupils learn, ensures that lessons are lively, exciting and enjoyable. Pupils are understandably very proud of their school and their teachers, saying such things as, 'This is a really good school, lessons are fun, we all do well and the teachers always take time to explain anything we don't understand.'

Pupils say they love school, which is reflected in their excellent attendance. They get on extremely well together and enjoy taking responsibility by being school councillors, raising considerable amounts of money for charity, sponsoring a guide dog, and looking after younger pupils. Pupils' spiritual, moral, social and cultural development is excellent and lies at the heart

of the school's work. Special reflection areas in each classroom enable pupils to think deeply and discuss issues related to emotional security and well-being. Pupils' own prayers show their compassion and concern and their understanding of the effects of disasters around the world. Their excellent skills in literacy, numeracy and information and communication technology (ICT) prepare them exceedingly well for later life and learning. However, success in national tests has not compromised the wider curriculum, which is outstanding. It is highly effective and relevant in meeting pupils' diverse needs, aspirations and capabilities. Very imaginative links between subjects make learning practical, relevant, challenging and exciting. Excellent improvement has been made to the provision for ICT, which is now used skilfully in all lessons by staff and pupils to extend learning. There are outstanding opportunities for pupils to work collaboratively in the wide range of exciting clubs and enrichment activities. Pupils develop excellent enterprise and financial skills through exciting projects such as the Children's University and through working with local magistrates.

Pupils' personal development is excellent because the care, support and guidance provided by the school are outstanding. Adults are highly effective at tracking and supporting pupils' personal and academic progress to ensure that pupils can achieve really well. Pupils have an excellent awareness of, and commitment to, personal safety and healthy active lifestyles. Excellent links with a wide range of outside agencies ensure the best possible support to further pupils' academic and personal well-being.

Much of the school's success is due to the dynamism and dedication of the headteacher and senior staff. They provide excellent direction and have exceptionally high expectations for the pupils. The school community holds the headteacher in high esteem, and staff and governors share her positive approach and enthusiasm. The headteacher's considerable expertise in school leadership is used to very good effect to support and improve other Local Authority schools. Governance is outstanding because governors have highly effective systems to evaluate the school's work. Outstanding leadership and management are evident in rigorous and accurate evaluation of every aspect of the school's performance, which leads to considered and highly effective action. Teamwork is very strong. Consultation, collaboration and partnership are watchwords that cement the very strong bonds between all members of the school community. There has been excellent improvement since the last inspection. The hard work of the headteacher and her staff have ensured consistently high standards and achievement over a number of years. Consequently, the school demonstrates an excellent capacity to improve even further.

## **Effectiveness of the Foundation Stage**

### **Grade: 1**

The Foundation Stage learning environment, both indoors and outdoors, is a feast for the eyes. There are exciting and inviting displays and activities hanging from every available wall space and ceiling, just waiting to be enjoyed. No wonder children make rapid progress in all areas of their development. Outstanding leadership and management, excellent teaching and loving care ensure that most children attain the expected levels for their age on entry to Year 1. Staff make learning fun and enjoyable. For instance, they enthusiastically help children to make chocolate crispy cakes and to design snail patterns in the sand, and they enhance and extend children's play by being customers in the attractive corner café. Nursery and Reception staff work as a highly effective team and have excellent knowledge and understanding of the personal and learning needs of young children. This ensures that children make exceptional progress in their personal, social and emotional development and their general well-being, and are well

equipped for their move to Year 1. The curriculum is excellent and provides constant pleasure, excitement and adventure. Parents feel their children have a 'wonderful start to school life' and appreciate the endless patience and unbounded enthusiasm of all the staff. They are also very impressed with the high standard of care and how skilfully the staff communicate with the children.

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

- Monitor the strategies in place to improve pupils' writing so that they attain the same exceptionally high standards as they do in mathematics, reading and science.

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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?	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 <sup>1</sup> 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	1
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

<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.



## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	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

6 February 2008

Dear Pupils

- Inspection of Bournebrook C of E Primary School, Coventry, CV7 8ET. Thank you for the very warm welcome you gave me when I visited your school. You certainly seem to be very happy and it was good to hear how you really enjoy your work and all the extra activities in which you are involved. It was also great to watch your pancake races. I think your school gives you an excellent education. These are the things I liked best:
  - your behaviour is excellent and you are really keen and enthusiastic about your learning
  - you are all doing extremely well in reading, maths and science, and in many other subjects as well
  - you take very seriously the importance of eating healthily at school and taking lots of exercise
  - teachers and teaching assistants make learning exceptionally interesting and fun for you, and you know how to improve your work from super marking and target setting
  - you have an outstanding and varied curriculum and the special activities arranged to enhance it are excellent
  - the displays are excellent and your artwork is stunning
  - the teachers and staff take excellent care of you while you are in school
  - your headteacher and governors lead the school extremely well. The headteacher, staff and governors have lots of good ideas to make the school even better. I agree them that it is important to aim for you to do as outstandingly well in writing as you do in reading, maths and science. I am glad you enjoy your school and hope you will continue to work hard.

All the very best for the future

Joyce Cox Lead inspector