

# Bretforton First School

## Inspection report

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<b>Unique Reference Number</b>	116655
<b>Local Authority</b>	Worcestershire
<b>Inspection number</b>	326423
<b>Inspection date</b>	4 June 2009
<b>Reporting inspector</b>	Frances Gillam

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	First
<b>School category</b>	Community
<b>Age range of pupils</b>	4–10
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	60
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sue Willoughby
<b>Headteacher</b>	Ayse Moseley
<b>Date of previous school inspection</b>	2 May 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	New Street Bretforton Evesham WR11 7JS
<b>Telephone number</b>	01386 830418
<b>Fax number</b>	01386 832406

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## Introduction

The inspection was carried out by two additional inspectors who evaluated the overall effectiveness of the school and investigated the following issues:

- the effectiveness of strategies to promote pupils' writing and mathematical skills and the impact of leadership and management on improving pupils' progress in these areas
- the effectiveness of provision in the Early Years Foundation Stage on the progress children make
- the effectiveness of targets in mathematics and writing in helping pupils to improve their work.

Evidence was gathered from:

- discussions with the headteacher, governors, pupils and staff
- visits to classrooms and observations of teaching
- scrutiny of pupils' work
- observation of other aspects of the school day such as assembly and lunchtimes
- analysis of parents' questionnaires and school documentation, in particular data on pupils' progress and school development planning.

Other aspects of the school's work were not investigated in detail, but the inspectors 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

Almost all pupils who attend this small school are from a White British background. The proportion of pupils eligible for free school meals is below the national average. Children in the Early Years Foundation Stage are taught together with pupils in Year 1. The percentage of pupils who have learning difficulties and/or disabilities is similar to the national average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Bretforton First is a good school. It is a warm and friendly place where pupils get on very well together and soon grow in confidence. The comment of one parent sums up the views of many, 'Bretforton is like one big family and has a warm and caring atmosphere.' Pupils' personal development and well-being are outstanding. Pupils establish strong and positive relationships, their attendance is excellent and they thoroughly enjoy coming to school. Parents are very happy with the work of the school and they are right to appreciate the care their children receive. Staff do a good job of reminding pupils of how to behave, stay safe and keep healthy. These are key reasons why pupils behave extremely well and take very good care of themselves and others. Pupils say they feel secure and happy in school. They appreciate the way staff value their efforts and praise their achievements. The care, guidance and support pupils receive are good. Pupils have personal targets to help them improve their work. However, these targets are not always challenging enough. This is particularly the case in Years 3 to 5, where there is some uneven progress for some of the youngest boys in literacy and the more able pupils in mathematics. These pupils tend to make satisfactory progress compared with the good progress seen elsewhere.

Children get off to a good start in the Early Years Foundation Stage. The level of care they receive is very good and this soon helps children to settle and become good learners. Good teaching here and throughout the school enables most pupils to achieve well, to make good progress in their work and to reach well above average standards by the end of Year 5. Exciting activities such as the multicultural theme week spark the pupils' interest and make learning fun. During this week, pupils develop a good understanding of different cultures and countries. This successfully promotes a sense of belonging to a community much wider than that found in Bretforton. In the main, teachers plan activities that are suitably matched to pupils' individual needs. Pupils who need extra help with their learning receive well-timed support and this enables them to play a full part in lessons. Efforts to improve pupils' reading have been successful and pupils are now doing very well and proving to be avid readers. In writing and mathematics, improvements are being made but teachers' marking is not always helpful in identifying for pupils when they have done well in their learning and what they need to do to improve further.

The school council plays an active role in helping to make their school a better place to be. Producing a newspaper and the eco team's promotion of recycling give pupils a good understanding of the world of work and how they can make a difference to the world in which they live. Together with the pupils' excellent personal skills and their confidence in literacy and numeracy, these activities prepare pupils well for the future.

Good processes for evaluating the school's work provide governors and staff with a clear idea of the school's effectiveness. The headteacher, together with staff and governors, identifies accurately the correct priorities to drive improvements. The action the school takes is usually successful. Building on pupils' preferences in reading, for example, has increased pupils' enjoyment and helped to speed their progress. Since the last inspection, the school has worked hard to raise standards by Year 2. Standards here show a strong upward trend and they are now much higher than they were. These features show that leadership and management are good and that the school has a good capacity to improve further. Tracking pupils' progress provides a clear view of how individual pupils are doing but is not always used well enough to check for any trends in how well different groups of pupils are doing. This has made it difficult, for example, to fully investigate the uneven progress in Years 3 to 5 in writing and mathematics.

The good curriculum is enhanced by a range of very interesting activities outside lessons, including visits, clubs and visitors into school. These features help to promote pupils' sporting skills and support their learning successfully. The school grounds are attractive and used well as an outdoor classroom for drama and science and to promote active lives. Pupils clearly understand what makes up a healthy lifestyle and many use this understanding very well to make wise choices about what they eat and how they live their lives.

Pupils have a very keen sense of the difference between right and wrong and show this in their high level of kindness and respect for others. They make a good contribution to the school and wider community. Parents appreciate the efforts made by the school to take an active part in village life, including their involvement in the grand opening of a nearby historical building. These activities help to build strong links with people living locally. Organising fund raising for charity gives pupils a strong understanding of how they can help others less fortunate than they are.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Children enter the school with knowledge and skills just above those expected for their age. Very positive relationships between adults and children soon develop and the staff devote close attention to the children's welfare. These are key reasons why the children make outstanding gains in their personal and social development. Good teaching and an interesting range of learning activities enable children to make good progress across all the other areas of learning. As a result, by the end of the Reception Year, standards are above average. Children thoroughly enjoy their learning and participate well in the activities provided. They relate exceptionally well to others and their behaviour is often exemplary. Good leadership and management have built strong teamwork in the Early Years Foundation Stage. More recently, the balance between adult-led activities and those allowing children to explore, be creative and to work independently has improved. The Early Years Foundation Stage leader acknowledges that there is further work required for this to embed firmly. Activities such as the multicultural arts week are successful, as they help children to gain new knowledge and understanding of cultures and countries different to their own. Children are articulate and confident speakers and adults capitalise on these features to engage children in talk and to support the children's learning further. Staff make good use of the outdoor learning facilities and have some interesting plans to develop this further.

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

- Improve pupils' learning targets and the quality of teachers' marking to guide more effectively the next steps in learning in order to secure good progress for all pupils.
- Improve the tracking of pupils' progress so that teachers are clear about how well different groups of pupils are doing and are able to respond more quickly to any groups of pupils in danger of underachieving.



## 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?	2
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	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/or disabilities make progress	2

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<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	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
The extent to which 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	2
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 learners' needs?</b>	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?	2

## 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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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



**Annex B****Text from letter to pupils explaining the findings of the inspection**

5 June 2009

Dear Pupils

Inspection of Bretforton First School, Bretforton, WR11 7JS

Thank you for your very warm welcome and all your help during our recent visit to your school. We enjoyed visiting some of your lessons, talking with you and hearing about all the exciting things you do in school. Your views of the school were very helpful.

You have a good school. The people in charge and your teachers do a good job of helping you to learn. This enables you to reach above average standards by the end of Year 5 and to make good progress in your work.

Here are some of the things we found were especially good about your school.

- You are very good readers.
- You are very good at keeping yourselves fit and healthy because you take plenty of exercise and you are sensible about what you eat.
- You say you feel safe and free from harm because the adults take good care of you. You are also very good at looking out for yourself and others.
- Your behaviour is excellent and you are keen to care for others less fortunate than you are. This is why many of you say your school is a kind and friendly place to be.
- You enjoy school very much and your attendance is excellent.

We have asked the people in charge and your teachers to work together on two things.

- Make sure that your teachers' marking helps you to know how well you are doing and that your targets help you to know how to improve your work.
- Check more carefully how well you are doing to make sure that all of you do your very best.

Keep up the good work!

Yours faithfully

Fran Gillam

Lead inspector