

Bream Church of England Primary School

Inspection report

Unique Reference Number	115659
Local Authority	Gloucestershire
Inspection number	338633
Inspection dates	19–20 November 2009
Reporting inspector	David Carrington

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 of pupils on the school roll	197
Appropriate authority	The governing body
Chair	Ian Hendy
Headteacher	Nicholas Stafford
Date of previous school inspection	7 November 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 10 lessons, and held meetings with governors, members of staff and groups of pupils. They observed the school's work, and looked at curriculum planning, information from the monitoring of pupils' progress and the quality of provision, samples of pupils' work, assessment and attendance data and school improvement planning. Thirty seven parental questionnaires were evaluated as well as those from staff and a sample of pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- improvements made to pupils' achievement in writing
- achievement and standards in information and communication technology (ICT)
- the changes made to school leadership and their effectiveness
- pupils' understanding of societies in other parts of Britain and overseas.

Information about the school

Bream Church of England Primary School is about the same size as most schools for pupils aged 4 to 11. Nearly all pupils are from White British backgrounds and none is at an early stage of learning English. The proportion of pupils with special educational needs and/or disabilities is average.

Children in the Early Years Foundation Stage are taught in the Reception class. There is a privately managed pre-school provision on the school site which was not inspected by the team.

The school has the Healthy Schools and Activemark awards.

Due to absence and change of staff role, the school is in the process of making significant changes to the leadership team.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Bream Church of England Primary School provides a satisfactory education for its pupils. It is improving steadily due to the effective leadership of the headteacher and deputy headteacher. Pupils behave well, they enjoy good relationships with adults and other pupils and their spiritual, moral, social and cultural development is good. They have good understanding of how to keep themselves healthy and safe. Pupils' personal development is promoted well because of the good care, guidance and support provided and the good partnership with other schools and organisations. The school has a satisfactory partnership with parents and carers, who generally hold good opinions of the school's work.

The attainment of pupils dipped last school year but longer term trends show a gradual rise in standards, which are broadly average. Children make good progress in Reception and satisfactory progress in Years 1 to 6. Attainment in writing has lagged behind that in other subjects, although it is now average. The quality of teaching is satisfactory, and assessment is used appropriately to help pupils learn successfully. In lessons, boys do not always learn as effectively as the girls, although their overall progress is satisfactory. The school recognises that boys' achievement could be improved by providing more activities that build on their creative talents.

There has been steady improvement of the curriculum for ICT and pupils now achieve satisfactorily in the subject. The wider curriculum is also satisfactory, and the programme of out-of-school activities is good. The school has considerable success in competitive sports and games at county level. In response to its accurate monitoring and evaluation, the school has adopted a key priority to improve its provision to give pupils more responsibility for their own learning. This is a sensible choice as in some lessons, including in Reception, adults control learning too much.

At present there is no formal senior leadership team. However, the temporary arrangements for leadership are working satisfactorily. Governors make sure statutory requirements are met and they have improving systems to discover the school's strengths and weaknesses. The school knows how well it is performing and improvement planning is rooted in appropriate monitoring and evaluation procedures and tracking of pupils' progress. The school has a satisfactory track record of improvement and satisfactory capacity to maintain this. There is shared understanding amongst governors and staff that the establishment of a permanent leadership team will help the school to increase its rate of improvement, particularly in relation to attainment and pupils' progress.

The school has recognised a need to improve pupils' direct experience of societies

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elsewhere in Britain and overseas. It has started to develop appropriate links to schools elsewhere, designed to mirror pupils' already good involvement in the school and local communities.

What does the school need to do to improve further?

- Accelerate pupils' progress by giving them greater responsibility for their own learning by:
 - ensuring children in Reception have more opportunities to make their own choices of activities
 - making learning less dominated by adults
 - improving the consistency of pupils' opportunities to discuss and write about their own progress.
- Give school leaders greater responsibility for checking school performance and measuring the impact of improvement strategies on pupils' attainment and progress
- Develop a curriculum that:
 - increases the creativity of all pupils, especially the boys
 - provides good opportunities for pupils to learn about different societies outside Bream.

Outcomes for individuals and groups of pupils

3

The development of pupils' knowledge and skills is satisfactory in lessons. This is also shown in their books, where an appropriate amount of work has been completed since the start of the school year. The challenge provided in the work is satisfactory, although occasionally the use of worksheets caps pupils' achievement, especially the higher attainers.

Increasing use is made of work in other subjects to help pupils improve their writing skills. This is particularly noticeable in science books where there are some good opportunities for older pupils to write at length about their investigations and problem solving. The books of the current Year 6 pupils show higher standards than those attained by Year 6 pupils in the 2009 tests. School data show Year 6 to be on target to reach above average standards, including in writing, by the end of the school year.

Pupils' development as well-behaved, polite and caring children is good. They appreciate the need to keep safe and healthy and recognise, for example, the merits of physical exercise and eating wisely. Most pupils enjoy their learning and they work well to help each other and improve matters for the school community. They are also involved actively in the local community. Pupils' attendance rates are improving appropriately and are not far from the national average.

These are the grades for pupils' outcomes

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Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Lessons are usually calm and pupils focus on their work. There is occasional fidgeting when pupils, especially boys, have to wait too long to start work. This is most often when the teacher takes too long to explain the work. In some lessons there are good opportunities for pupils to judge for themselves how well they have worked. This was observed in a Year 2 mathematics lesson when the pupils were given the chance to explain the most important thing they had learned about how amounts of money are written and how they calculated the totals accurately. Similar opportunities for pupils to evaluate their own learning were observed in other parts of the school, although in some other lessons the teacher did all the summing up.

The school has improved its resources, the curriculum and staff subject knowledge in ICT. Computers are used regularly to help pupils improve their knowledge and skills in the subject and to strengthen achievement in other subjects, particularly writing. The priorities for future improvements to ICT are well chosen.

The marking of books is regular and generally helpful. In the best examples, teachers comment on what has been achieved and what has to be done to improve the work. This was observed in pupils' writing books, although there is less informative marking in mathematics books. There are few opportunities for pupils to add their own comment on their work or to make a response to the teacher's thoughts.

Good support, care and guidance are provided for the fairly high proportion of

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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vulnerable pupils included in school. This enables them to learn as satisfactorily as the other pupils. Those with special educational needs and/or disabilities are also supported soundly. This ensures they are as successfully motivated as others and that they make satisfactory progress towards their specific targets.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Leaders and managers share an ambition to make improvements and to eliminate weaknesses. The absence of a permanent leadership team has meant that the responsibility for checking school improvement against pupils' progress and attainment has not been widely shared across all staff. However, this has not prevented the school from improving what it does, although it has sometimes meant that improvement has been slower than the school would have liked. This is the main reason why the overall effectiveness of school is satisfactory and not yet good. Staff are committed to improving what they do for the pupils and although inconsistencies remain, more lessons are now well taught than in the past. The improvement to teaching has not yet shown through fully in terms of consistently improved progress and higher standards, although there are promising indicators, especially the progress of the current Year 6. Pupils are safeguarded satisfactorily. Equality of opportunity and the elimination of any form of discrimination are promoted properly. The school is building a stronger partnership with parents and carers. Most of them believe the school is successful in its work. The school maintains a friendly welcome for all parents and carers and perseveres in its task to draw them into its work. The school promotes community cohesion satisfactorily.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

The Early Years Foundation Stage has been improved substantially because of the good quality of its leadership. While children do not have enough opportunities to make their own choices of activities and to show initiative, staff know that further improvement in children's independence in learning will help accelerate their already good progress.

Most children start Reception with skills and knowledge below those expected for their age. By the time they join Year 1 they have reached standards similar to those of most five-year-old children and some are reaching above average levels. They are clearly well prepared for the next stage in their education. The children enjoy their learning and happily join the activities because they know they are looked after well. Reception children were observed enjoying hunting for the number cards the teacher buried in the sand and then organising them into an accurate sequence from one to ten. Their enthusiastic response to such challenges is an important factor in their good progress.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers hold strongly positive views of the school. Their main concern is the way in which the school helps them support their children's progress. Inspectors judge that the school is making good strides forward in developing its partnership with parents and carers, which is resulting in increased opportunities for them to contribute effectively to their children's education. A few parents and carers are also concerned about the management of behaviour. Inspectors consider pupils' behaviour to be good and the measures taken to sustain this are effective. The current anti-bullying week is

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an example of the school's effective approach.

To balance the concerns, parents and carers answering the questionnaire were unanimous in saying their children enjoy school, their children are making the expected progress and that the school keeps their children safe. All those responding said they were happy with the school's work. Inspectors agree with parents and carers about these positive things.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bream Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 37 completed questionnaires by the end of the on-site inspection. In total, there are 197 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	70	11	30	0	0	0	0
The school keeps my child safe	16	43	21	57	0	0	0	0
The school informs me about my child's progress	15	41	19	51	3	8	0	0
My child is making enough progress at this school	19	51	18	49	0	0	0	0
The teaching is good at this school	16	43	21	57	0	0	0	0
The school helps me to support my child's learning	15	41	15	41	5	14	0	0
The school helps my child to have a healthy lifestyle	15	41	22	59	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	14	38	13	35	0	0	0	0
The school meets my child's particular needs	16	43	21	57	0	0	0	0
The school deals effectively with unacceptable behaviour	6	16	24	65	3	8	0	0
The school takes account of my suggestions and concerns	10	27	21	57	0	0	0	0
The school is led and managed effectively	11	30	26	70	0	0	0	0
Overall, I am happy with my child's experience at this school	23	62	14	38	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



23 November 2009

Dear Pupils

Inspection of Bream Church of England Primary School, Bream, GL15 6JW

Thank you for the warm welcome you gave us when we visited your school recently. We think you have a satisfactory education and that the school is improving things for you. Our main judgements about your school are included in our report but we thought you would be interested in them and have included them here.

- You make satisfactory progress and reach average standards.
- Children in Reception are doing well. They are building skills and knowledge quite quickly.
- Your behaviour is good, you get on well with each other and you know how to keep safe and healthy.
- You are taught soundly and your lessons are becoming more interesting.
- The adults in school look after you well.
- You have better opportunities now to use computers to help your learning.
- Your school is led and managed soundly.

We think there are a number of things for the school to improve. These are the three most important ones:

- You should have more chances to decide the best ways to learn and to judge how successful you are.
- The school should create a team of leaders who check your progress and standards to tell them how well you are being taught.
- The curriculum should help you to develop your creativity more and help you find out about people in other parts of Britain and overseas.

We know you will want to help the staff make these improvements. You can start by talking to your parents, carers and teachers about the most successful ways in which you learn.

Good luck with your education.

Yours sincerely

David Carrington

Lead inspector

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