

Bramley Church of England Primary School

Inspection report

Unique Reference Number	116278
Local Authority	Hampshire
Inspection number	338781
Inspection dates	15–16 October 2009
Reporting inspector	Mary Summers

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	379
Appropriate authority	The governing body
Chair	Sarah Stubbs
Headteacher	Ann Berresford
Date of previous school inspection	9 October 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 18 lessons, and held meetings with pupils, staff and governors. They observed the school's work, and looked at a range of school policies and plans, pupils' work and 137 questionnaires returned by parents.

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

- the quality of teaching and learning in mathematics
- the quality and effectiveness of support for pupils with special educational needs and/or disabilities
- how well teaching and learning are monitored and steps taken to address weaknesses
- how well leaders at all levels help to evaluate performance and plan for the future
- the effectiveness of provision in the Early Years Foundation Stage
- the rigour of safeguarding procedures.

Information about the school

Most of the pupils in this large school are from White British backgrounds. As noted in the previous inspection report, the nature of the school's intake is changing. The proportion of pupils with special educational needs and/or disabilities is rising, although it remains lower than found in most schools of this size. Many of these pupils have difficulties with speech, language and communication or are on the autistic spectrum.

The school has won a number of awards in recent years, including Healthy Schools and the Active Mark.

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?

4

The school's capacity for sustained improvement

3

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Improvement is required in relation to safeguarding procedures.

Children start in the Early Years Foundation Stage with skills and abilities which are below those expected for their age. The children make satisfactory progress, but the outdoor area is too small to provide an adequate range of experiences outside the classroom. Staff training in first aid does not meet the required standard.

Pupils say they feel safe. They know what to do if bullying occurs, although they say that this happens rarely. They know how to cross the roads and the level crossing in the village. They understand the dangers of drugs and how to use the internet safely. However, school leaders and governors are not clear about their roles and responsibilities with regard to safeguarding procedures, and documentation and records are not sufficiently detailed.

Standards at the end of Year 2 have been high in recent years, reflecting pupils' good progress but, currently, progress is satisfactory in Reception and in Years 1 and 2. Pupils continue to make satisfactory progress and reach average standards by the time they leave at the end of Year 6. Pupils' achievement in mathematics is not as high as in other subjects but it is good in Year 6 because the teaching is good and it challenges pupils to work hard and do their best. This is not always the case in other classes. Teaching sometimes lacks pace and the strategies used do not capture pupils' interest and encourage good concentration, which slows their learning.

Good partnerships with parents and outside agencies really benefit pupils' learning and personal development. The new pond area in the school grounds, for example, was constructed with the help of a local business which donated a substantial sum to support the project.

Despite the school's overall effectiveness being inadequate, the outcomes for pupils are satisfactory. There are no major weaknesses in the use of resources and consequently, the school shows satisfactory value for money. School leaders have an accurate view of performance in terms of pupils' achievements and the quality of teaching. Weaker achievement in mathematics has already been identified and improvements made to the curriculum. Standards in science have risen significantly because of similar improvements made last year. The inconsistencies in teaching have been noted and plans implemented to try to improve practice. However, the school lacks robust systems

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to monitor the impact of plans and policies so that deficiencies are quickly identified and addressed. Nonetheless, the improvements in assessment procedures and in target setting for pupils are having a clear impact on their progress. Senior and middle leaders have taken a strong role in driving these improvements forward and, consequently, the school shows a satisfactory capacity to improve in the future.

What does the school need to do to improve further?

- Improve safeguarding procedures by:
 - ensuring that school leaders and governors fully understand their roles and responsibilities with regard to safeguarding (by 28 February 2010)
 - implementing rigorous systems to monitor and evaluate all safeguarding policies (by 31 December 2009)
 - maintaining clear and confidential records of safeguarding concerns and how they have been addressed (by 31 October 2009).
- Improve provision in the Early Years Foundation Stage by:
 - ensuring that staff in the Early Years Foundation Stage are appropriately trained in first aid (by 31 December 2009)
 - developing the outdoor area to allow children to access learning inside and outside more effectively
- Raise pupils' achievement in mathematics by ensuring that lessons move at a good pace and involve a wider range of strategies to motivate pupils and maintain their concentration.
- Implement more rigorous systems to monitor the impact of plans and policies so that weaknesses are swiftly identified and action taken.

Outcomes for individuals and groups of pupils**3**

Pupils' achievement is satisfactory and the vast majority enjoy their education. In the lessons observed, most pupils responded well to the challenges set by the teachers. In a Year 2 mental mathematics lesson for example, pupils had to think of two numbers that added up to 15. The more able pupils worked with larger numbers such as 150 and 250. All pupils were motivated and enjoyed the session.

Children make satisfactory progress through Reception although many have skills that are below levels expected by the time they transfer to Year 1. In recent years, Year 2 pupils have reached above average standards, reflecting especially good progress in Year 2. Currently, the pupils are making satisfactory progress in Years 1 and 2.

Achievement in Years 3 to 6 varies considerably according to the quality of teaching that pupils receive. Pupils' achievement in mathematics is weaker than in English and science and the school has adapted the curriculum to help pupils develop more confidence in using and applying their knowledge and skills. Year 6 pupils, for example, drew shapes confidently from a given set of coordinates and then used their knowledge and skills to

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draw their own shapes. They identified the coordinates and challenged their partners to draw them. The pupils were completely engrossed in the activity and made excellent progress.

Pupils with special educational needs and/or disabilities, including those with statements, make satisfactory progress overall, although they are sometimes hindered by work which does not meet their specific needs, especially in mathematics. In these cases, they complete the tasks because they are helped by learning support partners, but do not necessarily develop their own learning effectively.

Behaviour is good in lessons and around the school. Pupils are polite, helpful and welcoming to visitors. They play happily together, help each other out and show respect for one another's ideas, cultures and backgrounds. Pupils make a good contribution to the school and wider community through their work on the school council, as class monitors and their environmental efforts within the village. They have a developing understanding of other cultures and communities through wide-ranging curriculum work and activities such as fund raising and exchanging photographs and information with an orphanage in Uganda.

The school's efforts to gain the Healthy Schools and Active Mark awards have meant that pupils develop a good knowledge of how to keep healthy. They participate eagerly in physical education lessons and in sports clubs after school. Recent improvements to the curriculum have had a marked impact on pupils' enjoyment of lessons. They say they like the practical activities now on offer and are keen to meet the targets that teachers are now setting for them.

These are the grades for pupils' outcomes

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	2

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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<p>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</p> <p>Taking into account: Pupils' attendance¹</p>	<p>3</p> <hr/> <p>3</p>
<p>The extent of pupils' spiritual, moral, social and cultural development</p>	<p>2</p>

How effective is the provision?

Teachers enjoy good relationships with pupils which enables them to manage their behaviour well. This ensures that lessons proceed in a calm and orderly manner. Improvements to the curriculum are showing success in motivating pupils and making learning more interesting. In Year 6, an interesting project, linking English, art, design and technology and information and communication technology, has enthused pupils, who worked extremely hard to design and make an animated film on various Shakespeare plays, prior to their visit to Stratford-upon-Avon. A good range of visits, visitors and out-of-school clubs further add to pupils' enjoyment of school life.

Teachers assess pupils' progress systematically and give them targets for improvement. Pupils know, for example, what they need to show in their writing to gain the next level. In some cases, mathematics teaching lacks pace and excitement and pupils lose concentration and become restless. Sometimes pupils lose focus because teachers spend too much time talking rather than involving pupils actively in learning. The overuse of worksheets in many lessons inhibits pupils' independence and their development of handwriting and presentation skills.

Pupils who have difficulties associated with autistic spectrum disorders are supported well by learning support partners and also receive good pastoral care and advice from the headteacher and teachers. This helps them take a full part in lessons. Teachers and other adults encourage pupils with speech, language and communication difficulties to contribute in lessons and this helps them to develop their confidence and skills effectively.

The standards and improvement team has had a good impact on raising teachers' awareness of pupils' progress and achievements. Careful monitoring of assessment information means that groups and individuals at risk of falling behind are quickly highlighted. Support is given to these pupils to help them catch up but, so far, this support has not been as successful in mathematics as it has been in English. Individual plans for pupils with learning and behavioural difficulties are satisfactory and help them understand what they should do to improve. Systems to monitor attendance are thorough but measures to discourage holidays during term time and to reduce persistent absence are not rigorous enough to be wholly effective. Attendance has fallen since the last inspection and is now average.

Teachers know the pupils well and the headteacher and deputy headteacher also have a thorough understanding of each pupil. The site is safe and appropriate checks are made on staff and volunteers. Risk assessments are in place but there are no clear systems for monitoring safeguarding policies to ensure they are totally effective. Records of

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safeguarding concerns are not documented well enough and the outcomes recorded.

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	4

How effective are leadership and management?

Senior leaders set a satisfactory agenda for school improvement and involve staff in planning the way ahead. They have an accurate view of pupils' progress and achievement gained through careful analysis of assessment information. Targets for different cohorts are challenging but realistic. Senior leaders monitor the achievement of different groups of pupils and also their involvement in various aspects of school life to ensure all have an equal opportunity to succeed. Discrimination, though rare, is tackled thoroughly and governors informed.

Leaders have begun to use information effectively to identify particular weaknesses in provision, for example where teaching needs to improve and where the curriculum should be adapted. Senior and middle leaders monitor teaching but not regularly or rigorously enough to check that weaknesses have been addressed. This has led to inconsistency of practice across classes. Improvement plans are satisfactory in identifying the way forward, but initiatives and policies are not monitored and evaluated well enough to measure their impact on pupils' achievements and welfare.

The school is promoting community cohesion satisfactorily by establishing links with the local community, for example with local churches, pre-school providers, residents and businesses. These benefit pupils' learning at school and help them understand their own community. 'The school gives a massive sense of community and is a true village school,' wrote one parent. Links with a school in Reading and an orphanage in Uganda help pupils understand what life is like for children outside their own community. However, the school has not yet evaluated its provision for community cohesion and planned appropriately for its development.

The governing body is supportive and has some useful structures in place to monitor the curriculum and teaching and learning. Two 'Governor Days' each year give them the opportunity to link with specific classes and find out what the school offers to pupils. Regular reports from subject leaders provide useful information. However, governors do not have a thorough understanding of safeguarding procedures and how they are being implemented in school. Monitoring of these and of the impact of policies generally is weak.

The school enjoys good partnerships with parents. There are effective arrangements in

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place to keep parents well informed about their children's progress and school life generally. The headteacher and deputy headteacher are always on hand in the playground at the beginning and end of each day to answer any queries or concerns. Parents really appreciate this. 'The headteacher knows every child by name,' wrote one, 'Our family has been made to feel very welcome since my child started and everything possible was done to ease his transfer.'

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	4
The effectiveness of the school's engagement with parents and carers	2
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	4
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

Children make satisfactory progress in the Reception classes but many are still below the levels expected for children of their age when they move to Year 1, especially in personal, social and emotional development and communication, language and literacy. Good induction procedures help children to settle quickly into school and provide a positive start to building strong partnerships with parents. The children come into school happily each morning, keen to learn and to share their experiences. They enjoy sharing books and learning new sounds. They design vehicles and build them from junk materials, showing confidence with scissors and good attention to detail. They enjoy all of the activities that are provided for them but too many are directed by adults. This hinders their independence and growing confidence. The outdoor area is very small and this makes it difficult for staff to provide enough activities to complement those provided in the classrooms.

Some aspects of the Early Years Foundation Stage provision are strong, for example the careful ongoing assessment of children's progress and the analysis of children's

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achievements when they transfer to Year 1. This has led to the Year 1 curriculum being adapted to meet the needs of children who are not yet ready to participate in more formal learning. However, some weaknesses have not been identified, for example the lack of rigour in some aspects of the school's safeguarding procedures and the fact that staff training in first aid does not meet the required level.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	4
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	4
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The vast majority of parents are very happy with their children's experience at school. A small minority are concerned about the way in which the school deals with unacceptable behaviour. Inspectors found that instances of poor behaviour are dealt with satisfactorily, but agree that the behaviour policy is not clear enough or shared successfully with parents. A few parents think that the school does not take account of their suggestions and concerns but inspectors found good evidence to show that parents' views are considered carefully and have influenced the school's practice, for example regarding homework.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bramley 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 137 completed questionnaires by the end of the on-site inspection. In total, there are 379 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	79	58	55	40	2	2	1	1
The school keeps my child safe	83	61	48	35	4	3	0	0
The school informs me about my child's progress	50	37	78	57	4	3	0	0
My child is making enough progress at this school	46	34	69	51	7	5	1	1
The teaching is good at this school	56	41	70	52	5	4	1	1
The school helps me to support my child's learning	58	43	68	50	7	5	1	1
The school helps my child to have a healthy lifestyle	76	56	56	41	1	1	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)	53	39	69	51	1	1	0	0
The school meets my child's particular needs	49	36	71	52	6	4	1	1
The school deals effectively with unacceptable behaviour	41	30	69	51	12	9	7	5
The school takes account of my suggestions and concerns	40	29	71	52	12	9	2	2
The school is led and managed effectively	85	62	44	32	3	2	1	1
Overall, I am happy with my child's experience at this school	72	53	62	46	2	2	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.



19 October 2009

Dear Pupils

Inspection of Bramley Church of England Primary School, Tadley, RG26 5AH

Thank you so much for welcoming us to your school recently. Thank you especially to those pupils who met with inspectors to give them their ideas and opinions about the school. Your views, along with everything else that we saw in lessons and around the school, helped us form a clear view about how well your school works.

Your school is giving you a satisfactory education. These things are good.

- The school helps you develop a good understanding of how to keep fit and healthy.
- Your behaviour is good in lessons and around the school.
- You know your targets and are working hard to achieve them.
- You make a good contribution to your school and village community.
- The links with your parents and other people outside school, such as the police and school nurse, help you develop and grow into responsible young people.

There are a few things about the school that could be better and we have given it a notice to improve. This means that inspectors will come back to check how the school is getting on. We have asked the people in charge to make sure that all the systems to keep you safe in school are in place and working well. We have asked them to extend the outdoor facilities for the children in Reception and make sure they have the right sort of equipment to help them learn more effectively. We have asked the teachers to make sure that mathematics lessons in all classes are stimulating, challenging and involve you more actively in your learning. Finally, we have asked the people in charge to check more carefully to see that their plans and policies are making a difference to your learning, development and safety.

You can help the school continue to improve by working hard, behaving well and telling your teachers and other adults your views and ideas about school.

Yours sincerely,

Mary Summers

Lead inspector

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