

# Bramley CofE Aided Infant School

## Inspection report

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<b>Unique Reference Number</b>	125243
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	340746
<b>Inspection dates</b>	18–19 March 2010
<b>Reporting inspector</b>	Natalia Power

This inspection of the school was carried out under section 5 of the Education Act 2005.  
The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	55
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Liz Sutherland
<b>Headteacher</b>	Angela Champness
<b>Date of previous school inspection</b>	19 March 2010
<b>School address</b>	Birtley Road Guildford GU5 0HX
<b>Telephone number</b>	01483 892346
<b>Fax number</b>	01483 898406
<b>Email address</b>	office@bramley.surrey.sch.uk

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<b>Age group</b>	4–7
<b>Inspection dates</b>	18–19 March 2010
<b>Inspection number</b>	340746

**Number of children on roll in the registered  
childcare provision****Date of last inspection of registered  
childcare provision**

Not previously inspected

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## Introduction

This inspection was carried out by two additional inspectors. The inspectors observed 12 lessons covering five different teachers and talked to governors, staff, and parents and carers. They observed the school's work, and looked in particular at its self-evaluation and plans for improvement, the data it has collected on pupils' progress, safeguarding information and the minutes of the governing body. They considered the responses in 33 questionnaires that had been returned by parents and carers.

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

- the quality of the school's measures to improve pupils' writing
- the effectiveness of the school's actions to improve attendance
- the quality of the Early Years Foundation Stage
- how well pupils are prepared for transition to the next stage of schooling.

## Information about the school

This small village school consists of a Reception class and two further classes, Year 1 and Year 2, with a total of 55 pupils on roll. Governors also manage the pre-school Nursery which provides morning, afternoon or all-day sessions for an additional 35 children. The pre-school Nursery and Reception Years together form the Early Years Foundation Stage. The inspection report covers the entire provision from Nursery to Year 2. The proportion of pupils eligible for free school meals is a little higher than average. Most pupils are from White British backgrounds. Few speak first languages other than English, and none is at an early stage of learning English. An average proportion of pupils have a range of special educational needs and/or disabilities.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

### Main findings

- This is a happy village school where pupils make good progress and learn well. They are looked after exceptionally well, and each pupil is known and valued. In the words of one parent, 'I am delighted with this school and its focus on the individual needs of each child.'
- There is a strong community ethos which parents and carers value. One commented, 'We are proud of our village school and it is strongly supported by the community.' As a result of the confidence placed in the school by parents and carers, the roll is increasing and the pre-school Nursery provision is also proving popular.
- The excellent care provided for pupils enables them to grow in confidence and develop good personal qualities. They enjoy school, and this is seen in their above average attendance. One parent commented, 'My child is incredibly happy at Bramley. He runs into school.'
- Children get off to a good start in the Early Years Foundation Stage, and learn and develop well. Pupils continue to make good progress in Years 1 and 2. No group is overlooked, and all pupils make good progress, including those with special educational needs and/or disabilities.
- Teaching is good overall, and the headteacher ensures, through effective classroom observations, that the quality is consistent. Teachers have good relationships with their classes, but sometimes dominate the lessons too much, preventing pupils from contributing enough. headteacher ensures, through effective classroom observations, that the quality is consistent. Teachers have good relationships with their classes, but sometimes dominate the lessons too much, preventing pupils from contributing enough.
- The curriculum provides good opportunities for creative and exciting enrichment. The focus on basic skills is particularly effective in promoting pupils' reading and mathematics. However, pupils have too few opportunities to write at length in a range of contexts.
- The headteacher is dedicated to the school and works hard, not just to manage the day-to-day running of the school, but to find ways of improving it. One parent mentioned her 'high quality and effective leadership' and another called her 'a gem'.
- The headteacher and governors have an honest and accurate understanding of the school's strengths and areas for development. Their planning for the future is focused on the right areas. They have met the recommendation of the last inspection to improve the structure of lessons, and pupils now understand what they are going to learn and revise effectively what has been learnt. This has led to

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a rise in standards in recent years, particularly in reading and mathematics. These factors indicate that the school has a good capacity to continue to improve.

## What does the school need to do to improve further?

- Improve the quality of pupils' learning by ensuring that pupils have plenty of opportunities to take more responsibility and contribute more fully in lessons.
- Raise attainment in writing across the school by:
  - ensuring that pupils have as many opportunities as possible to develop fluency in writing on a range of topics, both factual and imaginative.

## Outcomes for individuals and groups of pupils

2
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Pupils enjoy school and their overall achievement is good. The school is skilled at removing barriers to pupils' learning. All groups of pupils, including those with special educational needs and/or disabilities, enjoy their learning and make good progress. A hallmark of the school is the close attention paid to the needs of each pupil. Teachers and teaching assistants provide effective support for any pupil in danger of falling behind. The level of challenge is stimulating, and pupils rise to the challenge. For example, children in Reception are taught to read phonetically in an entertaining way through 'messages' written by a toy dog. These messages are linked to nursery rhymes, which the children discover. They then take enormous pleasure in reciting and acting out the nursery rhymes, and in this way they learn both to read and to develop their imagination. In a fast-paced Year 2 mathematics lesson, pupils were engrossed in a task requiring them to estimate the numbers of people in pictures of crowds, and then to break down the numbers into hundreds, tens and units. Through open-ended questions, the teacher encouraged pupils to think and learn for themselves. As a result of this stimulating teaching, pupils' attainment is above average in assessments made at the end of Year 2, and they do particularly well in reading and mathematics, especially at the higher levels.

Pupils are polite, friendly and confident. Their good spiritual, moral, social and cultural development is reflected in their good behaviour. They feel safe in school, and are kind to one another. They know whom to turn to if they have any worries. Pupils have an excellent understanding of the importance of taking regular exercise and eating a healthy diet in order to be healthy. One pupil told inspectors that she ate 'cornflakes with a little drop of honey in it to keep me healthy'. Pupils make a good contribution to the school community. Even the youngest children in the Nursery volunteer to wipe the tables clean before eating their snacks. Pupils are environmentally aware and make good use of recycled materials, for example to make musical instruments. The good grounding pupils acquire in the basic skills prepares them well for the next stage of schooling.

*These are the grades for pupils' outcomes*

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

**How effective is the provision?**

Teachers manage pupils' behaviour well, using a variety of rewards to ensure that they sit nicely and pay close attention. There are warm relationships in the classroom, and one pupil commented, 'Teachers make it easy for us to understand.' Teachers use questioning clearly to explain tasks to pupils, giving them the confidence to try new ones. However, teachers sometimes dominate the lessons, and this limits pupils' opportunities to learn for themselves. In most lessons, the pace of learning is brisk and pupils' attention rarely flags. In a few lessons, however, pupils sit on the carpet for too long and in these cases their attention sometimes wanders. Teachers plan lessons well, and use the information provided by the school's effective tracking of pupils' progress to match tasks well to their capabilities. As a result, lessons provide stimulating levels of challenge, enabling pupils to make good progress. Teachers mark pupils' work thoroughly, ensuring that they know what to do to improve. Teaching assistants give good support, enabling pupils with a range of additional needs to participate fully in lessons.

A strength of the curriculum is the flexibility that is offered to individual pupils, and this is valued by parents and carers. Pupils are put in groups to learn letters and sounds (phonics) that suit their capabilities rather than in age groups. One parent commented, 'I am particularly pleased with the flexibility shown by the school in allowing my daughter to learn at a pace that suits her.' The curriculum has a strong focus on

<sup>1</sup> 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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developing pupils' basic skills, particularly in numeracy and in reading through phonics, and this enables pupils to make good progress and attain above average standards in these subjects. Pupils do a little less well in writing, and the school recognises that not enough is done to develop their fluency, because they have too few opportunities to write at length on a variety of factual and imaginative topics. Pupils thoroughly enjoy their trips and visits to places of interest. For example, they benefited hugely from the Creative Week Carnival, held jointly with a nearby school for pupils with special educational needs and/or disabilities and with a local independent school. They learned to get on well with other children, to experiment with musical instruments and art forms, and to learn about the culture and customs of Brazil.

In this safe and protective environment, pupils are cared for and supported exceptionally well. Vulnerable children and those with special educational needs and/or disabilities are looked after extremely well. The school knows their needs and goes to great lengths to provide for them, for instance by working in highly effective partnership with a range of external providers. The school prepares pupils extremely well for the next stage of schooling. There are excellent links with pupils' next schools through visits and transfers of information about each pupil. The school's highly effective measures to follow up absences promptly have resulted in a dramatic improvement in attendance, and the proportion of persistent absentees has fallen markedly.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher provides strong leadership focused on raising pupils' attainment. Her tireless commitment to the school and her effective ambition for its future have resulted in a number of improvements. For example, the quality of lesson planning has improved since the last inspection, because the management of teaching and learning has focused on ensuring that pupils understand their lesson objectives. The headteacher and governors have improved the layout of the school, and this has meant that the Early Years Foundation Stage has had the chance to grow in size and that the school is well-planned and ready for further increases in numbers. The headteacher and governors ensure that safeguarding procedures are effective, and that pupils have a good understanding of how to keep themselves safe. They promote equality of opportunity successfully and tackle discrimination well, ensuring that all pupils, whatever their background or needs, make good progress overall. The school has a good

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understanding of its strengths and areas for development, and this forms the basis for its plans for future improvement. The plans, however, though realistic and based on clear objectives, do not always have precise enough time-frames for implementing improvements. Governors are fully involved in the life of the school, support it well and are ready to hold it to account. The headteacher and governors have created a cohesive school with a strong sense of its importance and long history in the local community. They successfully develop pupils’ understanding of other people’s faiths and ways of life in the world beyond the school through religious education lessons, visits to places of worship and by sponsoring children in Africa and South America. The school’s partnership with parents and carers is outstanding. The school keeps them very well informed of their children’s progress and there are excellent opportunities for parents and carers to come into the school and see for themselves how their children are being taught.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

### **Early Years Foundation Stage**

As a result of good teaching and care, children in the Early Years Foundation Stage make good progress in their learning and development. Some children come into the Nursery with language and number skills which are similar to those expected for their age but, by the end of Reception, most have learnt skills which are in advance of their age. The children enjoy learning, and are happy and confident. They quickly learn the routines and feel safe and well cared for. They make effective choices for themselves and sustain concentration for lengthy periods of time, for example in their imaginative



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role play and in acting out the actions to a story. Excellent partnerships with parents and carers are established early and maintained well. Adults promote children’s welfare well. They provide firm but kind support and as a result children develop good social and emotional skills. They play well together and are ready to share and take turns. Indoor and outdoor activities are stimulating and capture children’s interest in order to promote their learning. For example, children playing with water were challenged to explore whether a tall, thin beaker held the same amount of water as a short, wide container. However, there are occasions when adults miss opportunities to ask the children searching questions to develop their speaking and listening skills. Adults record children’s progress accurately, and use the information effectively to provide targeted support for their individual learning needs. The Early Years Foundation Stage leader is effective in planning the curriculum and meeting children's learning needs. The statutory requirements of the Early Years Register are fully met. When the time comes for the children to move to their next class, close links between the different stages ensure that they move calmly and happily to the next stage of schooling.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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**

The trust parents and carers have in the school is evident from the almost unanimous ‘strongly agree’ and ‘agree’ ticks in the questionnaires and from the remarks of parents and carers who spoke to inspectors. One commented, ‘The beauty of having such a small, caring school is that teachers know each child’s needs and progress and can devote time to them as required.’ Another said, ‘Just wish the school could be expanded to include a junior school!’ Inspectors agree that the school provides its pupils with a good education and that the pastoral care is outstanding.

## Responses from parents and carers to Ofsted's questionnaire

The inspection team received 33 completed questionnaires by the end of the on-site inspection. In total, there are 55 pupils registered at the school, with an additional 35 in the pre-school Nursery managed by the governing body.

Ofsted invited all the registered parents and carers of pupils registered at Bramley Church of England Infant 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.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	88	4	12	0	0	0	0
The school keeps my child safe	28	85	5	15	0	0	0	0
The school informs me about my child's progress	23	70	10	30	0	0	0	0
My child is making enough progress at this school	23	70	9	27	0	0	0	0
The teaching is good at this school	23	70	10	30	0	0	0	0
The school helps me to support my child's learning	25	76	8	24	0	0	0	0
The school helps my child to have a healthy lifestyle	25	76	8	24	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)	26	79	7	21	0	0	0	0
The school meets my child's particular needs	0	79	0	0	0	0	0	0
The school deals effectively with unacceptable behaviour	26	79	7	21	0	0	0	0
The school takes account of my suggestions and concerns	22	67	11	33	0	0	0	0
The school is led and managed effectively	25	76	7	21	1	3	0	0
Overall, I am happy with my child's experience at this school	29	88	4	12	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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



22 March 2010

Dear Pupils

Inspection of Bramley Church of England Infant School, Surrey, GU5 0HX

Do you remember when two visitors came to your school recently to watch you learn and play? Thank you for making us so welcome. This is what we found:

- Your school is good, and has a happy feel to it, because the adults know all your needs, and care for you really well.
- Your parents and carers like the school as much as you do! They told us that they enjoy coming into school to watch you learn.
- You enjoy learning, and are given many exciting things to do. The adults always encourage you to do your best. This is why you make good progress and do well in your assessments at the end of Year 2.
- You do very well in your reading and mathematics, but some of you need more practice in your writing. We have asked the adults to give you more opportunities to write stories and descriptions on all sorts of topics.
- You get on well with one another, and behave well.
- Your school keeps you safe. You know an amazing amount about eating healthily and taking exercise.
- The adults teach you well. We have asked your teachers to give you as many opportunities as possible to speak up in lessons and discuss work with one another.
- The adults find many ways of making you excited about learning. We were glad that you enjoyed learning about Brazil and making musical instruments in the recent carnival.
- You are developing a good understanding of the world around you and other people's faiths and cultures.
- Even though you are young, you can still play your part in your school's improvement by working hard and asking your teachers if you do not understand anything. Do keep up that good attendance!

We wish you all the best for the future.

Yours sincerely

Natalia Power

Lead inspector

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