

Brampton Abbotts CofE Primary School

Brampton Road, Ross-on-Wye, HR9 7FX

Inspection dates 26–27 September 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- From starting school with skills and knowledge below national expectations, the pupils reach average levels of attainment in English and mathematics by the time they leave at the end of Year 6.
- The headteacher and governors have responded well to a marked decline in pupils' attainment at the end of Key Stages 1 and 2 and have reversed this trend.
- This has been achieved by improving the quality of teaching and monitoring the progress of each pupil very carefully.
- The progress made by pupils is now consistently good across the school.
- Teaching is now consistently good.
- The school promotes outstanding spiritual, moral, social and cultural development through its focus on values and the wide variety of experiences it offers to pupils.
- Pupils' behaviour is good in lessons and around the school, and pupils feel safe and well cared for.
- Governors are actively involved in the monitoring of the work of the school and working with staff to make further improvements.

It is not yet an outstanding school because

- Teachers do not plan consistent opportunities to develop pupils' speaking, listening and problem solving skills across different subjects.
- Over time, achievement in English has not been as good as it is in mathematics.
- Teachers with responsibilities for different subject areas have not had opportunities to observe and improve the skills and knowledge of teachers and teaching assistants in their specific areas.

Information about this inspection

- The inspector observed teaching and learning in 9 lessons of which four were joint observations with the headteacher. The inspector also sampled small group and other teaching activities across the school.
- The inspector heard pupils read and looked at the work in pupils' books to assess achievement currently and over time and the quality of teachers' marking.
- The inspector met with a group of pupils, the Chair of the Governing Body and one other governor and school staff. The inspector also spoke to a representative of the local authority.
- The inspector took account of the surveys of parents' views carried out by the school. Parents' views were also sought at the start of the day.
- The inspector also took account of 16 staff questionnaires.
- The inspector looked at a number of documents, including the school's data about the progress of pupils, planning and monitoring documents, minutes of various meetings, reports from external school advisers, behaviour and attendance records and documents relating to safeguarding.

Inspection team

Nicola Davies, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a much smaller than average-sized primary school.
- The proportion of pupils who join or leave the school other than at the normal admission times is higher than average.
- Nearly all of the pupils are White British and speak English as their first language. A few pupils join the school at early stages of learning English as an additional language.
- The proportion of disabled pupils and those who have special educational needs who are supported at school action is above the national average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils who are eligible for the pupil premium is above average. This is additional funding for children in the care of the local authority, those children known to be eligible for free school meals and other groups.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress.

What does the school need to do to improve further?

- Sustain the recent improvement in pupils' achievement in English so it consistently matches that seen in mathematics by:
 - continuing to set challenging targets to secure rapid progress for all groups of pupils.
- Improve the quality of teaching so more is outstanding by ensuring teachers:
 - plan consistent opportunities to develop pupils' speaking and problem solving skills across the curriculum
 - with responsibilities for different subjects have opportunities to observe and support teachers and teaching assistants in their subjects

Inspection judgements

The achievement of pupils is good

- The skills and knowledge of the children when they enter the Early Years Foundation Stage are below those typically seen at their age. They make especially good progress in listening and understanding and quickly develop their personal, social and physical skills through a mix of activities led by adults and those they select for themselves. As a result, most reach expected levels in these areas. Few, however, demonstrate the expected skills in reading, writing and number by the end of their Reception year.
- Pupils catch up in reading, writing and mathematics in Key Stage 1 because the quality of teaching is good and pupils want to achieve as well as they can. Pupils' attainment in assessments at the end of Year 2 was at the national average in 2012, a marked improvement on previous years. Results for this year are similar to 2012, with pupils attaining particularly highly in mathematics.
- Results in the Phonics Screening Check in 2012 and 2013 show that more than half of the pupils can read at the expected level by using their knowledge of how sounds are represented by the different letter combinations in words by the end of Year 1. By the end of Year 2, national assessments show that nearly all pupils are reading at the expected level and around a third exceed this to reach higher levels.
- Pupils' good progress continues in Key Stage 2. Good teaching ensures pupils work hard, concentrate well and engage in lessons enthusiastically. By the time pupils left the school at the end of Year 6 in 2012, their attainment had improved to be at the national average, reversing a fall in attainment in 2011. Results in 2013 indicate pupils did better than in the previous year.
- In 2012, in mathematics, almost all pupils made expected progress and the proportion of pupils making better than expected progress was well above the national average. Whilst below average in 2012 in English, this year the proportions making better than expected progress also rose in reading and writing to exceed the likely national levels.
- These increases are the result of significant improvements in teaching and better monitoring and use of the pupil premium. These changes have brought marked improvements to pupils' attitudes to learning and especially to their own expectations of what they can achieve.
- Although more than a third of pupils are eligible for pupil premium funding, the numbers of eligible pupils vary considerably between different year groups in this small school. School leaders are using the pupil premium funding effectively by combining support for individuals and small groups with some initiatives which have a wider impact. As a result, differences in attainment in reading, writing and mathematics over the past two years have been eliminated and eligible pupils make at least as much progress as their classmates to reach similar or higher levels by the time they leave the school.
- Disabled pupils and those who have special educational needs also make good progress because adults provide skilful, focussed support as it is needed. The school works closely with parents to achieve good outcomes for these pupils.
- Both girls and boys now make good progress, as do more able pupils. The school makes good use of its mixed age classes to challenge potentially higher attaining pupils as well as making some specialist teaching available to stretch pupils who are particularly gifted in a subject.

- Although there are very few pupils learning English as an additional language, these pupils are often at very early stages of learning English when they join the school. The school makes good arrangements to support these pupils and help them to learn English, using a combination of small group work in class and specialist support. As a result they are included well in classes and often quickly become fluent in English.

The quality of teaching is good

- Following the last inspection, school leaders have successfully focused on making sure that teaching is consistently good. They have improved the environment and the range of activities in the Early Years Foundation Stage and have ensured that assessment is used effectively to help teachers across the school with their planning. As a result, the work pupils undertake is almost always at just the right level and teaching is now almost all good or better.
- The quality of teachers' marking is good. Teachers give clear explanations where errors have been made and make sure that pupils have the opportunity to read their comments and learn from their mistakes or put their advice into practice.
- Teachers also make sure that any misunderstandings are clarified during lessons and take regular opportunities to move pupils' learning on. This is particularly successful in mathematics, for example, in one lesson observed, the teacher successfully used more able pupils' suggestions to help all pupils understand how they might move from 'trial and error' to a more systematic and logical approach.
- The teaching of reading and writing is consistently good. Teachers make very good use of the school's themes or topics to ensure that pupils read widely and write correctly and enthusiastically in a range of styles. They expect consistent standards in writing whether pupils are writing in English lessons or writing in other subjects. The current refurbishment of the school library aims to promote a love of reading across the school.
- In some lessons, teachers also use class themes skilfully to promote pupils' mathematical skills. For example, younger pupils were observed making good gains in their mathematical understanding by developing a secret code for their imaginary super-hero. However the school has identified that some pupils need more opportunities to apply their mathematical skills to solve problems. Teachers do not provide sufficient opportunities for problem solving and the reinforcement of pupils speaking and listening skills in other subjects.
- Teachers use a wide variety of strategies to get the best out of their pupils and help them to express themselves clearly. In the best sessions they skilfully and systematically develop pupils' speaking and listening skills alongside their reading, writing and mathematical skills. This was the case when pupils practiced the differences in meaning between 'will', 'might', and 'could' by trying to persuade a pauper child in Victorian times to escape from the workhouse.
- The teaching of phonics by teachers and teaching assistants is well established, systematic and competent. Pupils routinely use their knowledge of sounds and letters when reading or writing unfamiliar words. However, the school is rightly reviewing its approach to phonics teaching in the Early Years Foundation Stage and Key Stage 1 to ensure that a higher proportion of pupils can easily read unknown words by the end of Year 1.

The behaviour and safety of pupils are good

- Pupils show very positive attitudes to learning and their good behaviour is seen both in lessons

and around the school. They behave well in class and are keen to make sure they do their best. They respect their teachers and other adults and respond positively to the tasks they set for them.

- Pupils' spiritual, moral, social and cultural development is outstanding. Even the youngest children know and understand the various values which the school promotes and these permeate the day-to-day life of the school. Pupils delight in the friendships they form, and are as keen to talk about the kindness and support they get from others pupils as they are to display these qualities themselves.
- Teachers successfully encourage pupils to respect those who are different from them. As a result school records indicate that instances of poor behaviour are rare but are dealt with quickly and effectively if they do occur.
- A few pupils find managing their own behaviour difficult when they first join the school. Staff refer to the 'Brampton effect' by which they mean the way that pupils, who initially lack confidence or find behaving well difficult, flourish during their time at the school. These pupils are well supported by all adults, including teaching assistants. Records and case studies demonstrate the school's very positive impact on pupils' behaviour and attitudes over time.
- Pupils feel safe in school and have a good understanding of bullying, including using language which discriminates against others or makes them feel unwelcome.
- The school values its positive relationships with parents. Responses to the school's regular surveys indicate that the overwhelming majority of parents and carers feel that the school is a safe place where their children are well looked after.
- Attendance has risen since the time of the last inspection and is now in line with the national average. Pupils are keen to come to school and nearly all arrive punctually, keen to begin their school day.

The leadership and management are good

- The relatively recently appointed headteacher has successfully built on the work of his predecessor during his first year at the school. He has introduced very good systems to check on attainment and progress and this has been one reason for the good progress pupils currently in the school are making.
- This careful tracking of pupils' progress is used in regular meetings with teachers to discuss the progress of individual pupils and the progress of groups of pupils, such as those eligible for the pupil premium. The outcomes of this have determined the judicious use of additional pupil premium funding and the impact can be seen in the improved rates of progress and higher attainment of these pupils.
- The improvements in achievement are also linked to the good systems for checking on the quality of teaching and matching what is observed in lessons to pupils' work and progress over time. Lesson observations by the headteacher are used to inform teachers' personal targets and shape training either for individuals or for teachers at the school more generally.
- In this small school, where many of the teachers share classes, there are good opportunities for staff to learn informally from each other. However teachers who lead on particular subjects have

had limited opportunities to formally observe teaching in their subjects and to build this into their future plans for improvement. Similarly relevant training has not been routinely extended to include teaching assistants and other adults, which means that occasionally their contribution to pupils' learning is less effective than it needs to be.

- The school has good links with parents and carers. Although too few parents responded to the online Parent View for their views to be published, parents express very positive views of the school's work through the regular surveys the school undertakes. Parents who spoke to the inspector also expressed their confidence in the school and emphasised how much their children enjoyed school. Similar views were expressed by staff who completed the inspection survey.
- The school works very well in co-operation with other local schools. The school has valued the services it has purchased from the local authority as well as the good contribution of the school's improvement partner.
- The well-planned curriculum, with its very good range of cultural and arts activities, ensures pupils of all ages, including those in the Foundation Stage, receive good opportunities to express themselves and be creative. Teaching programmes make an excellent contribution to pupils' spiritual, moral, social and cultural development. Spiritual development is especially strong with the school's focus on 'values' and assemblies provide excellent opportunities for pupils to reflect. Pupils have good opportunities to play a range of musical instruments and do so with enthusiasm both in music lessons and as part of their everyday activities.
- School leaders and governors are using the new Sports Funding provided by the government to fund sports coaching and training opportunities for staff as well as additional after school sports clubs. Although pupils are clearly enjoying these opportunities, it is too early yet to gauge the impact on their levels of participation in sport and physical fitness.
- **The governance of the school:**
 - The well organised and committed governing body provides effective support and challenge to the school. Individual governors know the school well and the relevant committees carefully scrutinise spending, including the use of the funding from the pupil premium, and are clear how pay progression for teachers is linked to performance. Their monitoring of the school's work includes their involvement in meetings to discuss pupils' progress so they can observe first-hand how teaching is linked to the attainment and progress of pupils. They have a good understanding of how attainment and progress at the school compares to other schools as well as immense pride in 'the fantastic progress that our children make in what is not measurable'. Procedures for safeguarding pupils and staff meet statutory requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	116867
Local authority	Herefordshire
Inspection number	426968

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	114
Appropriate authority	The governing body
Chair	Paul Mason
Headteacher	Daniel Brearey
Date of previous school inspection	25 January 2012
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