



Bromesberrow St Mary's Church of England (Aided) Primary School

Inspection Report

Unique Reference Number 115675
LEA Gloucestershire
Inspection number 279653
Inspection dates 5 July 2006 to 5 July 2006
Reporting inspector George Logan AI

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

Type of school	Primary	School address	Albright Lane
School category	Voluntary aided		Bromesberrow
Age range of pupils	4 to 11		Ledbury, Herefordshire HR8 1RT
Gender of pupils	Mixed	Telephone number	01531 650340
Number on roll	53	Fax number	01531 650695
Appropriate authority	The governing body	Chair of governors	Dr Peter Newing
Date of previous inspection	1 November 1999	Headteacher	Mrs Bronwyn Mabey

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Bromesberrow St Mary's CE Primary School serves the dispersed villages of Bromesberrow and Bromesberrow Heath, near Ledbury, and the surrounding rural community. Almost all pupils are from White British backgrounds. Ten pupils come from a traveller background. The proportion of pupils with learning difficulties and disabilities is average. Pupil mobility is high. There have been significant staff changes in the last year. The headteacher joined the school in September 2005.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The school's overall effectiveness is good and this reflects the school's own view of itself. It provides good value for money. The strengths evident at the last inspection have been sustained. While recent staff changes have been unsettling for a small number of parents, the vast majority feel that the school provides well for its pupils. This was evident in the high proportion of very positive responses in the parents' survey. The new headteacher has had a clear focus on raising standards further and this is paying off. Standards have risen in 2006 and are now above average at both Years 2 and 6. The focus on writing has been particularly successful in improving the quality of written work. Pupils achieve well. Support for pupils from a traveller background is particularly good and those who stay for a sustained period achieve well. Provision and standards are good in Reception. The decision to base reception children in a room with outdoor access has enabled the school to provide a more appropriate curriculum. Sharper planning would allow this opportunity to be used more effectively across all areas of learning. Teaching and learning are good. Staff use assessment well to monitor how pupils are doing and use this information in their planning to ensure that they provide effectively for the wide age range. Relationships are good and pupils show a high level of maturity. They are enthusiastic about what the school offers. Provision for their personal development is good, as are some aspects of care. The curriculum is satisfactory, although the range of out of school activities is impressive for a small school. Leadership and management are satisfactory. The headteacher has a clear view of what needs to be done and provides good leadership. At the moment, subject leaders are not sufficiently involved in checking up on the work of the school. Improvement since the last inspection and the current capacity for further improvement are both good.

What the school should do to improve further

- Make sure that all subject leaders are fully involved in monitoring and evaluating the work of the school.

Achievement and standards

Grade: 2

Standards in Years 2 and 6 are above average at present and achievement is good. The broad pattern has been for average standards in Year 2, with above average standards in Year 6. Rigorous teaching in Year 2 has led to improved standards this year. Children enter school with skills similar to most children of their age. In Reception they make good progress and almost all achieve well, reaching the expected goals on entry to Year 1. Although standards at the end of Year 2 have been broadly average for the last two years, current standards in reading, writing and mathematics are above average. Good teaching has led to a marked improvement, particularly in writing and mathematics. While there was a slight dip in standards in Year 6 in 2005, standards in the current Year 6 show a good improvement, particularly in English. Pupils in Year 6

are on track to exceed, by some way, their targets in English and mathematics. Pupils' progress between Years 3 and 6 has never been less than satisfactory in recent years. In the current year, most pupils have achieved well in each year group, with particularly good progress in writing, a recent focus area. Pupils with learning difficulties are effectively supported and make good progress. Pupils from a traveller background are also supported well. They achieve higher levels of attendance than are normally found and, if in the school for a sufficient period, make good progress in their basic skills.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Pupils are happy and clearly enjoy learning. They like their teachers and feel that, as they commented, 'we can do a lot – real fun stuff, which helps us to learn'. Attendance is improving and is currently satisfactory. This is not higher because some traveller pupils are not always able to attend. Pupils' good personal development stems from the good overall provision for their spiritual, moral, social and cultural development. Pupils are developing as well rounded people and are confident and friendly. They work and play well together. They take on responsibility and use their initiative. Pupils feel very much part of the school community, 'because it is small'. As one pupil said, 'We get involved'. This is seen formally in the work of the school council and in the way that older pupils look after younger ones. Pupils work well together in teams and are developing the social and collaborative skills that will hold them in good stead for the future. Pupils have an understanding of the different cultural traditions that make up British society. Pupils' understanding of how to develop a healthy lifestyle is outstanding. Even the youngest know what constitutes a healthy lunch and they enjoy taking exercise.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are consistently good. Strong teaching is the key to pupils' good achievement. There are clear strengths that underpin learning in all classes. Very good relationships between staff and pupils mean that pupils are happy to approach staff for help and feel that their efforts are valued. Planning is good and teachers cater well for the different ages and abilities in their classes. Good use of teaching and support staff means that pupils often benefit from working in small groups with focused adult support. Teachers have high expectations of hard work and good behaviour and so pupils achieve a good deal in lessons. A focus on the teaching of writing this year has helped pupils to achieve higher standards. Teachers mark pupils' work carefully and give pupils useful guidance on how to improve. Within this positive picture there are minor areas for development. In the Reception class, activities planned for child initiated play are not always challenging enough. In older year groups occasionally the pace of lessons is not as fast as it could be.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory, but with clear strengths in the way in which the school brings learning alive through interesting projects outside of lessons. Work is planned effectively to meet the needs of all learners and the school is especially sensitive to the needs of traveller pupils and those with learning difficulties and disabilities. Activities planned for children in the Reception class are good in many respects, although opportunities to make better use of the outside area in all areas of learning are sometimes lost. Planning for the teaching of literacy and numeracy skills is thorough, although insufficient links are made with other subjects. Good use is made of visits and visitors to enrich work in lessons. There are good links with the local community, especially through the school's 'eco project'. Pupils take part in a wide range of out of school activities, an impressive number for a small school. Older pupils particularly enjoy their annual residential visit. The school's personal, social and health programme provides a good basis for learning about relationships and how to stay healthy and safe. This helps pupils to develop key skills for the future.

Care, guidance and support

Grade: 3

This area of the school's work is satisfactory. There are some strong features. Staff know the pupils well and provide good personal and academic support. Very good relationships between staff and pupils underpin pupils' confidence that their teachers will sort out any problems. Pupils' progress is checked carefully and pupils are given any necessary help or challenge to help them to move forward quickly. Pupils know what they need to do to improve. Procedures to keep pupils healthy and safe are satisfactory. There are regular health and safety checks by staff and governors. The school is aware that staff need further child protection training.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The recently appointed headteacher is providing good leadership, has a clear vision for the future of the school and, with the full support of staff, has already raised pupils' achievement, especially in writing. Older pupils feel that there has been good improvement this year and say that 'there are better lunches and more clubs'. The school has also made good progress since the last inspection and, with a stable staff, is in a good position to move forward further. In most respects, the school's self-evaluation is accurate. The headteacher and staff have a clear picture of the strengths and areas for development in teaching and learning. This information is used successfully to improve teachers' skills. There is now a clear timetable and agenda which involves both staff and governors in the monitoring and evaluation of all aspects of the school's work. All members of the school community are involved in teasing out the school's strengths and what needs improving. Because many staff are relatively new to the school, not all of those who have subject

responsibilities have yet had time to make a big impact. Currently, much of the improvement work is done by the headteacher and not enough by subject leaders. Parents' views are sought through regular questionnaires. Most parents are very happy with all that the school does. The inspection found nothing to substantiate the concerns of a very small minority about the way in which the school is led and managed. Governance is satisfactory. The current governing body is supportive of the headteacher and works in the best interests of the pupils. In the past, governors have not always sufficiently held the school to account.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Dear Children Thank you very much for the warm welcome you gave us when we visited your school recently. You are very lucky to be able to go to school in such a pleasant, quiet spot. We enjoyed spending time with you and meeting many of you, especially the school council members who talked to us so readily. It was very helpful to hear what you had to say. We feel that your school does many things well, but can improve some others to help you to learn better. We feel that most of you are really enthusiastic and keen to learn in lessons. Most of you attend as often as you can because you enjoy school. The teaching is good. Because of this, almost all of you achieve well in your writing. Across the school, most of you reach good standards in English and mathematics. You really enjoy all the clubs, activities and outings. You have a very wide range of things to do, even though you are in quite a small school. You look after each other well and feel safe. You have the opportunity to discuss things that affect you in school and your decisions are acted upon. We have asked the headteacher to make sure that, with several new staff having joined the school in a short time, everyone is confident about all the jobs they have to take on. We hope that you will all work together to make sure that the school builds on the progress it has made and improves further. With all good wishes George Logan Lead Inspector