

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

Inspection report

Unique Reference Number	115675
Local Authority	Gloucestershire
Inspection number	326247
Inspection date	11 June 2009
Reporting inspector	Peter Clifton

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	2–11
Gender of pupils	Mixed
Number on roll	
School (total)	80
Government funded early education provision for children aged 3 to the end of the EYFS	10
Childcare provision for children aged 0 to 3 years	7
Appropriate authority	The governing body
Chair	Carol Davis-Terry
Headteacher	Bronwyn Mabey
Date of previous school inspection	5 July 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Albright Lane Bromesberrow Ledbury HR8 1RT
Telephone number	01531 650340
Fax number	01531 650695

Age group	2–11
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Introduction

The inspection was carried out by two additional inspectors. The inspectors evaluated the overall effectiveness of the school and investigated the following issues: whether all pupils achieve as well as they can; how well teaching and the curriculum meet the needs of different groups of pupils; and, how well leaders are helping pupils to learn better, particularly in writing. Evidence was gathered from observations of pupils at work and play, discussions with staff, governors and pupils, scrutiny of documentation and an analysis of parents' views. Other aspects of the school were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified and these have been included where appropriate in this report

Description of the school

This is a much smaller than average school. It draws its pupils from the immediate locality with the rest coming from other villages near Ledbury. The proportion of pupils who join or leave the school other than at the usual time is high. Approximately a third of the pupils are from Romany Traveller homes. The proportion with learning difficulties and/or disabilities is above average.

Children come from the local community and join the nursery from the age of two. It has 20 places registered for both morning and afternoon sessions. Nearly all the children in the nursery join the school's reception when they are four years of age.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school. It is improving rapidly because of the inspirational leadership of the headteacher who is strongly supported by other staff; many areas of the school's work are outstanding. Pupils' achievement is good. Almost all parents are exceptionally pleased with what the school offers their children and rightly cite its warm, friendly, family atmosphere. One parent commented, 'The teaching staff are wonderful. My children really enjoy their work and are always keen to tell me about their day.' Another parent said, 'I'm so pleased I chose this school! The school is led with energy and passion.' Good provision in the Nursery and Reception years ensures that children settle very quickly and make good progress. Leaders have rightly identified the need to develop opportunities for the children to learn in the outside area.

Pupils' outstanding behaviour and very positive attitudes make a considerable contribution to their learning. Pupils are thoughtful, caring and considerate because of the plentiful opportunities for them to reflect on their own and other people's lives through the pastoral curriculum and coverage of global issues. Almost all pupils attend regularly. The headteacher and other leaders have very good strategies in place to promote regular attendance, forging strong links with parents and liaising with outside agencies. However, a very small number of pupils' attendance is low because these pupils travel away from the school area for extended periods. Leaders go to great lengths to ensure that all pupils are included as fully as possible and have a strong voice in school life. An example of this is the work of the school council which is organised and run by the pupils. Using the logo 'by the students, for the students', all pupils have regular votes on what they would like to be changed and the clerk to the council writes letters to the headteacher setting out their views. This has a very positive influence on how the school develops. Older pupils show very strong leadership skills. They are exceptionally well prepared for their next stage of education.

Pupils have an excellent understanding about keeping themselves safe. They show a strong awareness of possible dangers of using the internet and say that they try to make sure every pupil in the school is happy. At break times, the pupils are very active, keeping fit by letting off steam in the playground using a good range of play equipment. They express their views and opinions with great confidence and maturity and say they trust all the staff who care for them. The pupils talk knowledgeably about healthy eating. For example, they comment about the fat and salt levels in some unhealthy foods. They talk enthusiastically about sporting opportunities available and turn up regularly to take part.

The school's tracking information and samples of work show that most learners, including those with learning difficulties and/or disabilities, are making good progress. Many pupils, particularly in Years 3 to 6, are currently making outstanding progress. Standards are above average. While standards vary because of the very small numbers in some year groups, they are broadly average in Year 2, and above average in Year 6, similar to those at the time of the previous inspection. However, in the current Years 5 and 6, a high proportion of pupils are working securely at the higher Level 5 in English, mathematics and science. Nearly all pupils enjoy school greatly and take a great deal of interest in their work because of good teaching and a highly innovative curriculum which is excellent. Recent changes to the curriculum to improve writing have been highly successful. For example, in Years 5 and 6, the pupils discussed a range of targets to improve their writing and then analysed the text of a well known author to see which ones had been met. At the end of the lesson, one pupil commented that writing should 'grab and sustain the interest of the reader'. Pupils' enjoyment is greatly enhanced by an excellent range of after

school clubs, trips and visits. Regular themes, such as being healthy, recycling, cultural diversity and climate change, ensure that the curriculum reflects a changing world. The success of this can be seen in the high quality artwork and displays across the school. Wonderful singing in assembly reflected the pupils' excellent spiritual development.

Teaching and learning are good because lessons are carefully planned to meet the full range of pupils' needs. Teachers are enthusiastic and their encouragement helps the pupils make considerable gains in confidence. Teaching assistants make a good contribution to those with learning difficulties and/or disabilities. Outstanding care, support and guidance ensure that pupils feel secure and this gives them an acute awareness about what they need to do to learn better. Pupils have clear targets for improvement which are reinforced in lessons. Marking is consistently good, providing 'tickled pink' comments to commend good work and 'growing green' comments to set further challenges. Excellent leadership and management have ensured that there remains a relentless focus on the pursuit of progress and improving standards. Very challenging targets are now being met as a result of improvement being made and progress is accelerating strongly. Leaders live the school motto of 'reaching for the stars'. Self-evaluation is both accurate and thorough and involves all staff and pupils. Plans to strengthen pupils' understanding of living in a multicultural society are in place. Governors provide good support. Issues identified in the previous report have been rigorously addressed and new initiatives are making a substantial difference to progress made by pupils in the school. Therefore, the school is exceptionally well placed to get even better.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children come into school with skills and knowledge that are generally in line with, or below, expectations. They make good progress so that by the time they enter Year 1 most have achieved the early learning goals. Planning is detailed and there is a good balance between adult led activities and those the children choose for themselves. In both the Nursery and Reception years, detailed observations are made to give a clear picture of how well the children are doing. The children's behaviour is excellent. Children relate well to adults and cooperate with each other. Adults ensure they are well cared for and provide healthy snacks which the children enjoy. Children in Reception are being well prepared for Year 1 by having small bites of more formal learning.

In the Nursery, the children know the routines. In their role play area, adults interact well with them and this is helping to promote confident speaking and listening skills. The children's learning environment, both inside and outdoors, is safe and stimulating. However, opportunities for the children to choose whether to learn inside or outdoors are sometimes too limited. The Nursery and Reception staff work together well and have forged excellent relationships with the parents.

What the school should do to improve further

- Improve the use of the outdoor area so that children are free to choose to develop their learning inside or outdoors.
- Raise the attendance of the very small number of pupils whose attendance is low to maximise opportunities for learning in school.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	1

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

12 June 2009

Dear Pupils

Inspection of Bromesberrow St Mary's Primary School, Ledbury HR8 1RT

Thank you for the very warm welcome you gave us when we visited your school. We enjoyed talking with you and were highly impressed with your friendliness and how confidently you expressed your opinions. The valuable information you gave us was a great help. Your school cares for you exceptionally well and you have an excellent curriculum. Teaching is good and helps you to learn and achieve well. The leadership of your school is outstanding and the changes being made are now helping you to make even better progress. We were impressed by your very positive attitudes to learning. Your behaviour is outstanding and most of you attend regularly.

This is what we found.

- You make a good start in Nursery and Reception.
- Your headteacher, other adults and your kindness ensure that the school is a happy and welcoming place.
- You develop skills which provide you with an excellent start to your future life.
- Your teachers provide you with challenging activities to help you to learn.
- You have an excellent understanding about how to keep safe.
- You have told us that you enjoy school greatly and we agree that you have a superb range of learning activities and experiences in school.
- Your teachers have introduced changes to help you to improve your writing. These are making a big difference in the standards of your work which we greatly enjoyed reading.

We have asked your headteacher and the other adults to do these things.

- Encourage good attendance from all of you so that you do as well as you possibly can.
- Improve the use the outdoor area by the youngest children, so that they choose for themselves how to develop their learning inside or outdoors.

You can help your school to improve even further by continuing to always do your best.

Yours faithfully

Peter Clifton Lead Inspector