

Bream Church of England Primary School

High Street , Bream, Gloucestershire , GL15 6JW

Inspection dates 29–30 January 2013

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

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Teaching is not consistently good. As a result, not enough pupils make good progress.
- Too few pupils are working at or above the expected levels for their ages when reading. Standards in reading are lower than in writing and mathematics.
- Teachers do not always make the best use of assessment information to plan activities that make sure all pupils make consistently good progress.
- The quality of teaching requires improvement because the lessons are often based on the activity which the pupils are doing rather than on what they are going to learn. Pupils sometimes just focus on completing the task.
- Targets set by teachers to improve pupil performance are not always clear to the pupils.
- Attendance is a little below average.

The school has the following strengths

- Leaders, including governors, clearly understand what the school needs to do to improve and have made a good impact on progress in writing and mathematics. The progress pupils are making is improving and on track to improve further.
- Children in Reception make good progress from levels below that expected for their age.
- The behaviour of pupils is good and attitudes to learning positive.
- Pupils feel safe and have a good awareness of dangers and risks. Incidents of bullying are rare and dealt with effectively.
- Senior leaders set robust targets to improve teaching and speed up pupils' progress.
- The school plans activities in response to pupils' needs and interests.

Information about this inspection

- Inspectors observed 13 lessons taught by eight teachers, of which three were joint observations with the headteacher. In addition, inspectors made several short visits to lessons and observed small groups of pupils being taught by teaching assistants.
- Inspectors heard pupils read from both Year 3 and Year 6 and also held meetings with two groups of pupils. They also used lunch and break times to talk to pupils around the school.
- Inspectors spoke to members of the governing body including the Chair of Governors, members of the school management team and a representative of the local authority. These meetings included discussions about the analysis of performance information, records of monitoring of the quality of teaching and tracking pupils' progress, as well as documents relating to safeguarding children.
- Inspectors met with parents and carers at the start of the school day.
- Inspectors took account of the responses of 28 parents and carers to the on-line Parent View questionnaire during the inspection and also a letter addressed to the inspection team.
- Questionnaires were analysed from 18 school staff.

Inspection team

Sarah Jones , Lead inspector

Additional Inspector

David Rzeznik

Additional Inspector

Full report

Information about this school

- Bream Church of England Primary is a smaller-than-average-sized school.
- Most pupils are of White British heritage.
- The proportion of pupils supported through school action is broadly in line with national averages and the proportion supported at school action plus or with a statement of special educational needs is slightly below average.
- The proportion of pupils known to be eligible for the pupil premium, additional government funding for specific groups including those known to be eligible for free school meals, is below average.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school does not make use of any alternative provision off site.
- The school has a number of awards including Global Awareness and various sporting achievements within the local area.
- A privately managed pre-school is located on the school site, which is inspected separately.

What does the school need to do to improve further?

- Improve the quality of teaching to good or better, so that all pupils make consistently good progress, through ensuring that:
 - pupils read more and practise using a wide range of vocabulary in different situations
 - all teachers make best use of assessment information when planning lessons and support to set work at the right level for all pupils
 - activities focus on what pupils are going to learn
 - targets are clear and pupils know precisely how to achieve them.
- Use a range of robust systems to raise attendance further across the school.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement is not yet good because teaching does not always challenge pupils sufficiently. When pupils' work does not demand enough of them, pupils learn more slowly, so their long-term progress is not as rapid.
- Over the last three years, pupils' attainment in English has fluctuated across the classes at Key Stage 2, reflecting some weaker teaching. This is particularly evident in reading when the children do not have the skills to tackle some of the vocabulary. Standards overall are broadly average and are rising.
- Pupils' achievement in writing has improved across the school, and compares favourably with the national picture. Topics allow pupils to write extensively, as seen in the space topic in Year 5. Pupils enjoy their topics and use them to practise both their literacy and numeracy skills.
- Good pastoral care and a high level of support in lessons for disabled pupils and those who have special educational needs mean the progress of these pupils is in line with their peers. However, their progress is not good.
- Children enter Reception with basic skills that are a little below those expected for their age, particularly in communication, language, literacy, calculation and physical development. They are quick to settle into the welcoming safe environment provided, and make good progress over time and meet the expected levels of development by the time they enter Year 1.
- Pupils known to be eligible for the pupil premium made better progress in writing and mathematics in 2012. Progress since the start of term has been good in reading, writing and mathematics as a result of targeted support that includes one-to-one and small group work. The success of this support means the attainment gap between pupils is reducing, as the average point scores for pupils known to be eligible for free school meals are similar to other pupils.

The quality of teaching

requires improvement

- Teaching requires improvement because there remain some inconsistencies, such as the extent to which activities focus on learning. At times, teachers' expectations are not high enough and pupils are not sufficiently challenged.
- The use of performance information to set targets and monitor progress is now more effective. However, not all staff use assessment information well when planning lessons to make sure that all pupils always make good progress.
- There is some good and better teaching in some classes. For instance, in Year 6, pupils were encouraged to use information to work independently in a mathematics lesson, supporting and challenging one another.
- New procedures for assessing and tracking pupils' progress and better quality marking and feedback to pupils on their work have begun to eliminate the effects of past weaker teaching. However, targets set for pupils are not always clear and they do not all know exactly how to reach them.
- The large number of teaching assistants offers good support for groups of pupils both in and out of the classroom and this is helping to improve pupils' learning.
- The support for disabled pupils and those who have special educational needs is well matched to their specific needs. Their progress is carefully and regularly checked so that work planned builds on what pupils already know.
- There is a good balance in the Reception class between activities led by adults and those chosen by the children themselves. Planning is better for adult-led activities.

The behaviour and safety of pupils

are good

- The school has a welcoming atmosphere, where all pupils are made to feel valued and safe.

Teachers set a good example of how to respect each other and this contributes to good relationships between pupils. They respect and celebrate each other's achievements and success, as was particularly evident in an assembly.

- Pupils are enthusiastic about learning and almost all work hard. Their behaviour is usually good and sometimes outstanding.
- When pupils are playing outside, moving around the school or interacting with each other and adults, their behaviour is good and they are polite, friendly and helpful. They are considerate to each other, and have a strong moral code.
- Behaviour is managed consistently well by all staff, including midday supervisors. Evidence from school records indicates that incidents of poor behaviour are few.
- Pupils with particular behavioural needs are making suitable progress in managing their behaviour due to good pastoral support from teachers and teaching assistants.
- Pupils interviewed agreed that they enjoy school, they find the lessons interesting and teachers help them with their learning.
- Pupils feel safe in school. They have a clear understanding of the different types of bullying and say that there is very little bullying and any incidents are swiftly dealt with. This view is supported by their parents and carers.
- Pupils have a good understanding of risk, supported well by the school's input on personal and internet safety.
- Attendance has improved since the last inspection, but is still a little below average. Efforts to reduce persistent absence have been effective and attendance of free school meals pupils has improved to be in line with all pupils nationally.

The leadership and management are good

- The relentless ambition of the senior leadership team has brought about considerable changes to pupils' outcomes. Issues from the previous inspection have been addressed. A culture of sustained improvement has been achieved through robust checking of the school's work. There is a clear evaluation of performance information based on the tracking of pupils' progress.
- Leaders know the school's strengths and areas for development well. They have taken effective action to reduce ineffective teaching. Good professional development and rigorous targets for improvement have meant that staff know what they need to work on in order for teaching to become good or better over time.
- School leaders and the governing body know how well pupils are doing by checking work thoroughly and making sure that teachers are meeting their targets for improvement. These are closely matched to the school's targets for improvement as well as teacher training needs.
- Links with the local authority are strong. The local authority offers good quality support as part of the school's programme of professional development to improve teaching.
- Subjects and topics offer a wide range of activities in response to pupils' needs and interests. There are plans for further development and work within the local community. Good behaviour and an understanding of others' values and beliefs promote pupils' spiritual, moral, social and cultural development well.
- Parents are pleased with the school. They say the school is well led and managed and staff are very approachable, supportive and work effectively to make certain there is no discrimination and that all pupils have equality of education.
- The school is well placed to continue its improvement.
- **The governance of the school:**
 - The governing body asks searching questions of the senior staff about the effectiveness of the school, the community it serves, and the needs and progress of pupils in relation to similar schools. It has a good understanding of the school, including setting targets for teachers, the use of Teachers' Standards and the impact on salary progression. The governors carefully monitor the school's finances, including the use of the pupil premium, and check on the

impact it is having on pupils' progress. The governing body makes sure safeguarding procedures are robust. It checks that all requirements are fully met, and that the processes for appointing staff are secure. Governors also make sure they keep up to date with their training to improve their effectiveness in holding leaders to account. Governors are currently completing the Governor Mark and outcomes indicate they are fully compliant with the required standards.

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	115659
Local authority	Gloucestershire
Inspection number	401528

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	187
Appropriate authority	The governing body
Chair	Mr David Penney
Headteacher	Mrs Elizabeth Chirgwin
Date of previous school inspection	19 November 2009
Telephone number	01594 562628
Fax number	01594 563644
Email address	admin@bream.gloucs.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

