

Bosbury Church of England Primary School

Inspection report

Unique Reference Number	116785
Local Authority	Herefordshire
Inspection number	312402
Inspection dates	31 October–1 November 2007
Reporting inspector	Ken Buxton HMI

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	129
Appropriate authority	The governing body
Chair	Mr Robert Manning
Headteacher	Miss Elizabeth Farr
Date of previous school inspection	18–20 October 2004
School address	Bosbury Ledbury Herefordshire HR8 1PX
Telephone number	01531 640276
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Age group	4–11
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

Description of the school

This is a smaller than average primary school. The vast majority of pupils are from White British backgrounds. A few pupils are from the Traveller community. The percentage of pupils eligible for free school meals is well below the national average. The percentage of pupils with learning difficulties and/or disabilities is higher than the national average.

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 with some exemplary features. Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are outstanding. By the time pupils leave the school they are confident learners who are very well prepared for the next stage of their education. This is because the headteacher leads by example and has high expectations for all the pupils. Parents describe her as, 'a marvellous headteacher leading a dedicated team' who 'shone through when the school was totally flooded in the summer'.

Pupils enjoy school enormously. Children settle quickly into the Reception Year and enjoy activities that fully meet their needs. The outstanding curriculum provides pupils with an exciting programme that excites and inspires them. It is enriched very well through the school's excellent links with outside agencies. For instance, this year, the pupils worked closely with the Environment Agency to hatch salmon eggs which were then introduced into the local River Leadon. Pupils gain enormous benefit from these opportunities.

Children make good progress in the Reception Year and they are prepared well for the start of Key Stage 1. Progress slows in Key Stage 1 but, by the time pupils leave at the end of Year 6, they have made good progress and have achieved standards that are often above average. The staff act as excellent role models and the high quality of the relationships has a very positive effect on the pupils. As a result, pupils' behaviour and attitudes to school are exemplary. They have a very good understanding about what it takes to stay fit and healthy and they take every opportunity to play their part in the life of the school and in the wider community. They represent their school with pride.

Outstanding care, guidance and support ensure that pupils develop the knowledge and ability to stay safe. Their work is marked very well and their progress is monitored very carefully.

The school has taken effective steps to improve since the last inspection. For example, the school's evaluation of its own performance is now much more accurate. It has a good understanding of its strengths and the areas to improve. To improve further the school's leaders have prepared a detailed improvement plan which focuses appropriately on raising pupils' attainment. However, the plan does not contain enough information about how these goals will be achieved. In particular, the lack of measurable targets to monitor progress limits the governors' ability to hold the school properly to account.

Effectiveness of the Foundation Stage

Grade: 2

The school's induction programme gives children a successful start in the Reception Year. Children's standards on entry vary from year to year but, generally, they are broadly average, although aspects of communication, language and literacy are often weaker. The good quality teaching in the Reception Year is linked very well to children's interests and helps to develop their curiosity and desire to learn. The

excellent curriculum ensures that children make good progress so that, by the end of the Foundation Stage, they are well prepared for the start of Key Stage 1.

What the school should do to improve further

- Increase the rate of pupils' progress in Key Stage 1 by ensuring the more able pupils achieve better.
- Strengthen the improvement plan by setting out clearly the details of how the priorities will be achieved and including measurable success criteria to monitor the progress towards the school's targets.
- Increase the rigour with which governors hold the school to account.

Achievement and standards

Grade: 2

The good provision for Reception children ensures that they achieve well. When they move into Key Stage 1, many have achieved levels above those expected nationally. Progress in Key Stage 1 is satisfactory and pupils achieve standards that are broadly in line with the national average although, in 2007, the more able pupils did not achieve as well as expected in writing. Pupils' current work and the school's assessment records show that standards at Key Stage 1 are being maintained. Pupils are currently making good progress in Key Stage 2 and frequently achieve standards that are better than those achieved nationally. The most recent results show a slight drop in attainment, reflecting the spread of ability within the year group. However, when taking the pupils' capability and starting points into account, this year group achieved good results. Pupils from the Traveller community and those with learning difficulties and/or disabilities make good progress.

Personal development and well-being

Grade: 1

Children in the Reception class rapidly gain confidence and self-assurance during their first year in school. They quickly develop a love of learning and enjoy all aspects of school life. Pupils' behaviour is exemplary throughout the school, on the playground and in the classroom. They display very good attitudes to learning and look forward with eager anticipation to the next lesson. Attendance has improved since the last inspection and is now satisfactory. Pupils feel extremely secure in school and demonstrate excellent safe practices in their work and play. They learn to take good care of themselves from participating in workshops led by the emergency services. They have an excellent understanding and awareness of the importance of developing and maintaining a healthy lifestyle. The school council plays a major role in promoting a healthy diet through its work running the healthy snack programme whereby pupils are encouraged to eat fresh fruit and vegetables. Pupils make an excellent contribution to the Church and other local organisations in the community. For example, through their work they develop good economic skills raising money for charities, running stalls and growing vegetables for sale. Pupils leave school very well prepared for the next stage of their education.

Quality of provision

Teaching and learning

Grade: 2

Pupils are inspired and enthused by the good quality of teaching which encourages them to make good progress. As one parent said, 'My child comes home full of enthusiasm and desperate to try out what has been learned.' Teachers are committed and enthusiastic with high expectations for their pupils. Lessons are planned carefully around pupils' interests and experiences and often link different subjects together very successfully. For example, Reception children were engrossed in a literacy lesson which involved using their senses of touch, smell, sight and taste to experience and investigate different exotic fruits. They then thought of good adjectives which they used to describe their feelings about each fruit. Lessons are uniformly calm and purposeful with teachers maintaining an appropriate pace that ensures pupils are engaged throughout. Teachers generally plan well for the different age groups and the wide range of abilities in their classes. However, a few of the more able pupils, particularly at Key Stage 1, do not achieve as well as they might. Good use is made of teaching assistants to support individuals and small groups, including pupils from the Traveller community and those with learning difficulties and/or disabilities, enabling them to make good progress.

Curriculum and other activities

Grade: 1

The school provides an excellent range of activities that inspire pupils and encourage them to learn. Reception children benefit from a stimulating curriculum that fully meets their needs and this positive start sets the tone for the rest of the school. Pupils describe how they look forward to coming to school and how they find the holidays too long and cannot wait to get back. This is because the lessons are stimulating and good fun and they help them to learn. There is a very strong and appropriate emphasis across the curriculum on developing pupils' confidence and understanding of literacy, numeracy, science and information and communication technology. The curriculum is enriched and strengthened further through the quality of the other subjects. As one parent explained, 'The school is really buzzing.' This is because of all the additional activities and after-school clubs, such as the 'Young Engineers' initiative that challenges some of Years 5 and 6 pupils. Activities also include French and excellent opportunities across the school for music with the choir and bands. These, and all the sporting activities, give pupils outstanding opportunities to participate and perform in the community and beyond, representing their families and school with pride.

Care, guidance and support

Grade: 1

The school provides excellent care, guidance and support for its pupils. This is because the staff know the pupils very well and give high priority to their safety. The school's procedures for child protection, risk assessment and health and safety are extremely robust. Pupils with learning difficulties and/or disabilities receive excellent care and support. The staff are praised by parents for their patience and confidence in supporting their children. The very good standard of behaviour is maintained because the staff work together consistently to make clear their high expectations. The provision of a good range of play facilities and the support from pupils acting as playground buddies also contribute very effectively to maintaining a learning

environment in which pupils thrive. The school's work is recognised and talked about with pride in the local community. As a result, several families from outside the catchment area have moved their children to the school and they are delighted with how quickly they have settled in and made progress. The school has worked hard to improve attendance and has achieved some success. However, the school's figures are influenced by the lifestyle of a number of Traveller families and families who take their children on holiday during term-time. The school monitors pupils' progress very carefully. Teachers mark pupils' work very well, frequently making written comments that explain how it could be improved.

Leadership and management

Grade: 2

The school is led by a very committed and dedicated headteacher. She is very well respected by all associated with the school. As one parent explained, 'Since her appointment the school has gone from strength to strength.' She is ably supported by an efficient deputy headteacher and senior team who work well together to set a clear educational direction for the school. Subject leaders have a good understanding of standards and pupils' achievement in their respective subjects. Working as a team they evaluate the school's effectiveness carefully and identify areas deemed to need improvement. These are discussed with the school governors and agreement is reached about the priorities to be included in the school's detailed annual improvement plan. This approach has enabled the school to make some significant improvements, and demonstrates the school's good capability to improve further. For example, the school's approach to developing the curriculum has resulted in subjects being linked together extremely well so that pupils are excited and motivated and show excellent attitudes to learning. However whilst the plan sets out well focused priorities to raise pupils' attainment, particularly at Key Stage 1, it does not include enough detail about the skills, time, training and resources needed to achieve these goals. Nor does it include measurable targets that can be used as success criteria to evaluate the progress being achieved. This is a weakness and, as a consequence, the governors are not able to hold the school sufficiently to account.

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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 effectiveness of the Foundation Stage	2
The effectiveness of boarding provision	
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is 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
How well 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	2

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

¹ Grade 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.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	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	3
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



2 November 2007

Dear Children

Inspection of Bosbury Church of England Primary School, Ledbury, HR8 1PX

Thank you for welcoming me to your school when I visited on the 31 October and the 1 November.

You are lucky to go to such a good school that has some outstanding features. I was very impressed with your very high standard of behaviour and how well you get on together. Many of you told me how much you enjoyed all your lessons and all the activities that are planned for you because they interest you so much. I saw exactly what you meant when I visited your lessons because your curriculum is outstanding. For example, when I visited Class 3 you were very busy learning French in an exciting way that made you want to answer questions and try pronouncing your new words. I also enjoyed hearing about all the other opportunities that inspire you, including your Freestyle Percussion group, which I heard rehearsing for their next performance. You are clearly very proud of your school and appreciate all the opportunities that it provides.

Your headteacher is extremely determined to give you every opportunity to achieve your best. She did an amazing job in the summer when she spent a lot of time working with the teachers to make sure that the flood damage to the school would be repaired in time for the new term. She also works closely with all the adults involved in running the school and together they have agreed on a number of good ideas about how it can be improved. Following my visit, I have asked the adults to improve the school in a few other ways. These include helping you to make more progress in Key Stage 1 and setting themselves targets for judging how well their plans are working. I have also asked the governors to be more active in ensuring that the school achieves its goals.

You can also play your part by working hard and making sure that you do your very best. I wish you every success.

Yours sincerely

Ken Buxton
Her Majesty's Inspector