

Brockton CofE Primary School

Inspection report

Unique Reference Number	123463
Local Authority	Shropshire
Inspection number	380659
Inspection dates	7–8 December 2011
Reporting inspector	Rodney Braithwaite

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	66
Appropriate authority	The governing body
Chair	Dawn Hanafin
Headteacher	Sue Relph
Date of previous school inspection	10 July 2007
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Introduction

This inspection was carried out by two additional inspectors. Inspectors saw nine lessons or parts of lessons and observed four teachers. Meetings were held with senior leaders and representatives of the governing body, and with pupils and members of staff. They observed the school's work, and looked at a range of documentation, including monitoring, self-evaluation records, policy documents, the school development plan, teachers' planning, minutes of governing body meetings, external evaluations of the school and samples of pupils' work. A range of documents and records were looked at in relation to the safeguarding of pupils, including case studies of potentially vulnerable pupils. Inspectors examined questionnaires returned by 34 parents and carers, 20 pupils and seven members of staff. They also received a letter from a parent.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The consistency of attainment and progress across the school, especially in mathematics, with particular attention to the achievement of more able pupils.
- The effectiveness of curriculum opportunities in helping pupils to improve their basic skills.
- The effectiveness of leaders and managers at all levels in the school, including the governing body, and their impact on improving the standards and achievement of pupils.

Information about the school

Brockton is a much smaller than average-sized primary school. All pupils are from White British backgrounds. The proportion of pupils with special educational needs and/or disabilities is below average, the largest group having dyslexia. There are no pupils known to be eligible for free school meals. The proportion of pupils joining and leaving the school at times other than the usual is above that seen nationally. The school has three mixed-age classes. The present headteacher took up post just over a year ago. The school provides breakfast and after-school clubs, which were included in the inspection. There is a privately run pre-school nursery on site on one morning a week, which is subject to a separate inspection. The school has Safer School accreditation and Healthy Schools status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Brockton Church of England Primary is a good school. It has much strength; the staff have excellent knowledge of the personalities and needs of all pupils, and provide excellent care and welfare for them. The school is led by a decisive and ambitious headteacher who is driven by the need for continuous improvement and development of innovative ideas for the school's provision for its pupils. She is supported by a willing and enthusiastic team of teachers and staff and a 'hands-on' and challenging governing body. The school's progress is accelerating after some inconsistencies in the past especially in the attainment and achievement of some pupils. There is now clear evidence of consistently above-average attainment in writing, reading and mathematics throughout all year groups. This applies to all pupils including particularly those who are more able where there has been underachievement in the past. Pupils with special educational needs and/or disabilities make similarly good progress in their learning and personal development.

Pupils' behaviour is exemplary and this is frequently noted by the general public. They show great enjoyment of school, have good attendance, and excellent attitudes to learning. They are fully involved in taking responsibilities and initiatives in school, and play an active part in the local community. They have an excellent understanding of how to keep healthy, which is strongly encouraged by the wide range of outdoor activities and sports provided by the school. Pupils are unanimous in saying that they are kept safe, and act safely in school. Parents and carers confirm this, engage very positively with the school, and strongly support school events and their children's learning. Typical of the many positive comments made by parents is: 'This is a wonderful school with a friendly atmosphere where parent involvement is encouraged which gives a great sense of community, and teachers and the headteacher are approachable and open'.

Teaching is consistently good because teachers have raised their expectations of what pupils can achieve, and more challenging but realistic targets are being set so that improved attainment is maintained. Teachers encourage independence and self-reliance even in the youngest pupils, and provide stimulating and exciting activities often based upon the environment around the school. However although the provision for literacy, numeracy and information and communication (ICT) across the curriculum is good, the excellent new resources for ICT in particular are not used consistently to benefit pupils' learning. Teachers offer good advice to pupils through their marking and verbal comments. However this is not always followed up sufficiently effectively and some pupils remain uncertain as to how they are doing

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and what they have to improve.

The school's evaluation of its performance is realistic and accurate, and based upon a wide range of detailed evidence of solid progress. Members of the governing body play a full and active part in the evaluation of the school and have taken difficult decisions in the past; they are constantly involved in analysing the best ways forward for the school's future. The success of school planning and recent improvements indicate a good capacity for future sustained improvement.

What does the school need to do to improve further?

- Ensure that improvements in pupils' progress and attainment in ICT accelerate further by:
 - giving pupils more opportunities to use good ICT resources across the whole curriculum.

- Ensure that pupils fully understand how they are doing in their learning, and their next steps by:
 - ensuring that teachers reinforce, both verbally and in marking, pupils' understanding of how well they are doing
 - encouraging pupils to evaluate their own work and for teachers to carefully follow up pupils' identified concerns or difficulties.

Outcomes for individuals and groups of pupils

1

Children, most of whom begin school with the skills expected for their age, make good progress in their learning and personal development in their mixed-age class and this continues throughout Years 1 and 2. By the end of Year 2 their attainment in reading, writing and mathematics is above average. Pupils continue to achieve well in their next four years and as a result of good teaching many leave Year 6 with above average attainment in English and mathematics. After recent action by the school a number of more-able pupils are reaching their true potential and their attainment is high. This was observed in the Year 5/6 class when a group of pupils, enthusiastically, independently and successfully tackled some challenging problem solving in percentages and decimals which would normally be set for pupils several years older. Similarly pupils in Year 3/4 read challenging texts individually to the whole class with great expression and fervour. Occasional differences in the performance of boys and girls have also been dealt with effectively. The progress of the small number of pupils with special educational needs and/or disabilities is good because they receive very well targeted support and interventions, often by competent and well-trained teaching assistants who show much care and sensitivity to their charges.

Pupils assert strongly that they are kept safe in school and that they also behave safely, 'We have the 'Safer Schools award.' Their behaviour is excellent as are their very enthusiastic attitudes to learning. They enjoy talking about the school's aims for

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them to 'Be Smart' which they are able to define accurately. Pupils have few concerns about bullying and describe 'just a bit of kids' name calling'. They are immensely proud of their good service to the school and local community. In addition to their fund-raising and contributions to the 'Farmers' Market', they talk glowingly of the school 'Ground Days' when pupils set to work in the grounds. 'We clear the bracken away ready for spring when the bluebells and snowdrops will burst through.' They have an excellent knowledge of how to keep healthy, have gained Healthy Schools status, much appreciate their healthy school dinners, and are big supporters of the many sports clubs available to them. The non-stop encouragement to use their initiative, take on responsibilities and learn to be resilient indicates a good preparation for their future lives. Pupils' spiritual, moral, social and cultural education is outstanding and carefully based upon the school's understanding of their needs, to develop personal values and respect the views and beliefs of others.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Teaching is good because teachers have a good understanding of the needs of their pupils and there is strong mutual respect between adults and pupils. Teachers' expectations of what their pupils can learn and understand have risen and become more consistent across the school. Teachers and their assistants are careful to ensure that in mixed-age classes, the needs of every pupil are carefully aligned to their ages, their abilities and their prior learning. This was observed particularly in the youngest class where the teacher cleverly delivered a brief teaching session about number bonds which was tailored to the needs of three different year groups.

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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Teachers’ questioning skills are good and encourage thoughtful and articulate answers from many increasingly confident pupils. Teachers are using assessment and tracking data more effectively than in the past to have a clear picture of pupils’ progress. Although teachers give verbal and sometimes useful written advice to pupils about their work, a few pupils remain uncertain about what they should improve. This also applies to their knowledge of how they are doing, because teachers do not always follow up the limited self-evaluation by pupils of their own learning.

The school provides a good and innovative curriculum which contributes to very positive outcomes in pupils’ learning and personal development. The school is markedly successful in providing many extra-curricular opportunities for pupils including camps and an overnight stop for the youngest as well as residential adventure trips to the coast of Ireland for the oldest pupils. Trips on the London Underground and a visit to the Cabinet War Rooms are remembered fondly by pupils in Year 6. The curriculum is personalised for the needs and interests of all pupils and the school is developing a wider range of opportunities for its gifted and talented pupils. Good partnerships with other local primary schools and especially the local high school are also helping to enrich curriculum opportunities. The use of literacy, numeracy and ICT is good but the school knows that this could be even more effective. The excellent new ICT resources are not yet being used to give consistently regular opportunities to some pupils to develop their skills.

This is a very caring school where pupils’ needs are known by all; those in potentially vulnerable circumstances benefit from excellent provision and attention. Dedicated teaching assistants are to the forefront in providing effective and sensitive interventions for the benefit of pupils with special educational needs and/or disabilities. Links with a range of outside services and agencies are very effective. The provision of a breakfast club and after-school club contributes positively to the needs of pupils.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher shows strong and caring leadership and has made it clear that sustained improvement in teaching, high quality of care for pupils, and an innovative curriculum are the cornerstones of the school’s development. Other leaders and staff share her determination that pupils will be led and encouraged to reach their true

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potential in their learning and personal development. There is a strong team ethic within the staff, demonstrated by the shared monitoring of teaching and learning which is now rigorous and has led to higher expectations and more challenging targets for pupils’ progress. The governing body is led very effectively and members have an excellent knowledge of the strengths of the school and its areas for development. They also have a long-term strategic vision, taking account of all options, for the future of the school. The governing body has ensured that safeguarding is rigorous and that pupils are kept safe. However, they accept that some minor aspects of administration regarding quality assurance need remedying.

The school promotes equality of opportunity effectively, and has successfully eliminated some past underachievement by more-able pupils. There is excellent engagement with parents and carers who support the school in many ways and are eager to take all opportunities to assist in the learning of their children. Many parents and carers express appreciation of the approachability of staff. The school’s contribution to community cohesion is well promoted, especially in its links with other schools; pupils visited a school in Sandwell and found it to be very different to their own school experience.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school’s engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Although the majority of children enter the Early Years Foundation Stage with the skills expected for their age, this can vary considerably year-on-year, as can the number of children in each cohort. This year, for example, there are five children in the cohort, while there have been double this number in the past; there is now an increasing demand for places. Children make good progress, especially in their language, communication and personal development. They become increasingly

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confident and independent and benefit from learning and playing frequently with older children, who present them with good role models. Staff provide appropriate stimulating and interesting learning activities throughout the day in a colourful indoor and outside environment. Children greatly enjoy their learning as they move busily about their activities. They are confident in explaining what they are doing to adults; for example, two children found wooden cubes in a box of different shapes and were able to name some of their properties and count them, up to fourteen. Adults regularly observe and assess children’s development and use outcomes to provide good opportunities for active and independent learning. Occasionally adults direct some of the children’s activities too much.

Leadership and management, where the headteacher has a significant teaching input, are good. Children’s welfare has the highest priority, and all necessary safeguarding and child protection procedures are firmly in place. Staff have excellent relationships with parents and carers, one of whom commented, ‘My child has never been so happy and loves school.’ There are effective links with the private nursery on the school site.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Just over half of the parents and carers returned questionnaires, which is above the average response for primary schools. Almost all parents and carers have very positive views of the school, particularly regarding their children’s enjoyment of school, their safety, their healthy lifestyles and the teaching. Typical of the many complimentary comments is: ‘Children are very fortunate to attend this school where the staff work as a team and have all the right values, are very approachable and friendly but always professional.’

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Brockton CofE Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 34 completed questionnaires by the end of the on-site inspection. In total, there are 66 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	82	6	18	0	0	0	0
The school keeps my child safe	25	74	9	26	0	0	0	0
The school informs me about my child’s progress	23	68	9	26	2	6	0	0
My child is making enough progress at this school	18	53	12	35	2	6	0	0
The teaching is good at this school	26	76	8	24	0	0	0	0
The school helps me to support my child’s learning	22	65	9	26	1	3	0	0
The school helps my child to have a healthy lifestyle	27	79	7	21	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	21	62	11	32	1	3	0	0
The school meets my child’s particular needs	19	56	11	32	1	3	0	0
The school deals effectively with unacceptable behaviour	18	53	15	44	1	3	0	0
The school takes account of my suggestions and concerns	17	50	12	35	1	3	0	0
The school is led and managed effectively	24	71	8	24	2	6	0	0
Overall, I am happy with my child’s experience at this school	26	76	5	15	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



9 December 2011

Dear Pupils

Inspection of Brockton CofE Primary School, Shropshire, TF13 6JR

What an enjoyable time we had when we visited you! Thank you for being so friendly and talking to us about all your school activities. We were especially interested to hear about your journey to Ireland, your camping trips and how much you enjoy cross-country running. You really do keep yourselves very healthy, and we are also pleased that you stay safe. Your behaviour is excellent and we were impressed by your good attendance and how much you all enjoy school. We liked how you are prepared to take responsibilities especially in your fund raising for charity, and the school council for providing the 'buddy bench'.

You go to a good school where you make rapid progress right from the start, through every year from reception until the end of Year 6. Your attainment in reading, writing and mathematics is higher than average and your teachers do a good job. You have a really exciting and interesting curriculum with all your outside activities, especially the 'Ground Days' where I am sure you love getting covered in mud! We think your headteacher is doing a good job in encouraging the school and you to improve. We are also pleased that your parents and carers like the school so much.

There are ways in which we think the school can improve even more. You do learn well in ICT but now that you have some very good ICT equipment we have suggested that you have more opportunities to use this in all your subjects and make your skills even better. Also some of you told us, especially in your questionnaires, that you are not always sure how well you are doing; we saw this in lessons. We have asked that teachers make sure you know how well you are doing and that you are always able to ask them if you are still unsure about what you have to improve. We enjoyed being with you and look forward to hearing about how you do in the future.

Yours sincerely

Rodney Braithwaite
Lead inspector

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