

The Bredon Hancock's Endowed First School

Church Street, Bredon, Tewkesbury, GL20 7LA

Inspection dates 12–13 November 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Early years provision		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Children in Reception make excellent progress in their academic and personal development.
- High-quality teaching enables pupils to make outstanding progress. Standards are high, and pupils are exceptionally well prepared for the next stage of their education.
- The school makes sure that pupils of all abilities, including those with special educational needs and the most able, have an equal chance to succeed. Very good use is made of extra funding which helps disadvantaged pupils to catch up rapidly.
- The headteacher provides outstanding leadership. All staff have a strong sense of purpose in working together to improve the school.
- Teachers use their detailed knowledge of what pupils can already do to plan challenging lessons. Their feedback gives pupils a very clear understanding of how to improve their work.
- Pupils enjoy coming to school. Their attendance is much higher than average, and their behaviour is outstanding. Pupils' enthusiasm for learning helps them make rapid progress.
- The school's work to keep pupils safe and secure is outstanding. Parents express great satisfaction because their children are so happy and well looked after, and do so well.
- Leaders are especially skilled at training staff, and teachers are keen to learn from each other. As a result, teaching is outstanding and standards are rising rapidly.
- The vibrant curriculum enhances pupils' knowledge and helps them gain considerable skills in English and mathematics. Just occasionally, pupils do not present their work to a high enough standard.
- The school promotes pupils' spiritual, moral, social and cultural development especially well. Links with other schools and communities help to prepare them very well for life in modern Britain.
- Governors have an excellent understanding of the strengths of the school and how it can improve still further. Their challenge and support to the school's leaders are exemplary.

Information about this inspection

- Inspectors observed 14 parts of lessons taught by seven teachers. Four lessons were observed jointly with senior leaders. In addition, inspectors made shorter visits to a number of lessons and listened to pupils read. They attended two assemblies and visited the playground during break and at lunchtime.
- Inspectors met a group of Key Stage 2 pupils and talked to other pupils in lessons, in the playground and as they moved around the school.
- Inspectors saw pupils' written work during lessons and looked in greater depth at a sample of pupils' books.
- Meetings were held with the headteacher, other school leaders and staff, and with three members of the governing body. Inspectors considered the responses to the questionnaires completed by 14 members of staff. An inspector spoke to a representative from the local authority.
- Inspectors considered the views given in 61 responses to the online survey (Parent View). They took account of the school's own questionnaires to parents. An inspector spoke informally to parents at the start of the school day.
- Inspectors looked at a number of documents, including the school's checks on how well it is doing and its plans for improvement. They checked the school's information about pupils' progress over time and looked at records of leaders' judgements about the quality of teaching. Inspectors looked at the minutes of governing body meetings and governors' reports of their visits to the school. They checked how the school keeps its pupils safe and looked at records relating to behaviour, attendance and safeguarding.

Inspection team

Elizabeth Cooper, Lead inspector

Additional Inspector

Rowena Green

Additional Inspector

Full report

Information about this school

- The Bredon Hancock's Endowed First School is smaller than the average primary school. All of the children in the Reception class attend full time.
- Most pupils are from a White British heritage.
- At around 15%, the proportion of disabled pupils and those who have special educational needs is above average.
- A small number of pupils, about 5%, are supported by the additional pupil premium funding. This is well below the national average. The extra funding is for disadvantaged pupils who are known to be eligible for free school meals or looked after by the local authority.
- As this is a first school, there are no government floor standards setting the minimum expectations for pupils' attainment and progress.
- The headteacher provides support to another primary school in the local authority.
- The school has a number of after-school clubs.

What does the school need to do to improve further?

- Make sure that pupils develop neat handwriting and always present their work to the highest standard.

Inspection judgements

The leadership and management are outstanding

- The headteacher, most ably supported by the deputy headteacher and other leaders, is the driving force behind the many strengths of the school. Its values of 'dream, believe, work, achieve' – shared by all staff and understood by pupils – contribute to outstanding teaching and excellent behaviour.
- The yearly school improvement plan sets clear targets, based on a very accurate view of current performance. Leaders regularly check progress against the plan, ensuring that pupils are on track to achieve outstandingly well. Teachers' targets are linked to the plan and measured against national standards. They receive extra pay or promotion only if their teaching leads to pupils' excellent progress.
- Leaders of subjects and key stages are very confident in their work because the school makes sure they are fully equipped for their roles through high-quality training. These leaders have shown great initiative in setting up links with other local schools, so all have benefited from agreeing standards in pupils' work and learning from each other.
- Parents are made welcome and have opportunities to share pupils' work and achievements. The school website gives substantial information about pupils' learning and there are regular updates through teachers' blogs. Parents are highly positive about their children's progress.
- The local authority checks the school is accurate in its judgements, and rightly recognises the strengths of the school. It values the support given by the headteacher which has helped another school to improve.
- Very effective use of the primary school sports funding has made a considerable difference to pupils' fitness, well-being and achievement. Staff have been coached to teach gymnastics and cricket. The funding has paid for extra equipment for pupils to use in physical education and at break times. Pupils have been successful in tournaments, including quick sticks hockey, tag rugby and cross-country. Many pupils can swim and pupils enjoy rowing on the river in the school's own 'bell boat'.
- Pupils study the subjects of the new National Curriculum through imaginative themes which help them use their skills in English and mathematics to great effect. Special weeks and days feature in the calendar, such as science week and 'no pens day', which inspire opportunities for practical work and discussion.
- Outstanding spiritual, moral, social and cultural development is at the heart of pupils' learning. Art and music, as well as their links with a school in Tanzania, help pupils to gain cultural insight. In lessons, pupils show great respect for each other's ideas, reflecting outstanding social skills. In assemblies, pupils develop considerable spiritual and moral understanding. Reception and Key Stage 1 pupils suggested many ideas for the 'friendship recipe', showing how deeply they thought about each other's uniqueness. The values pupils learn prepare them exceptionally well for life in modern Britain.
- The school makes sure that all pupils can be successful. The pupil premium is used to pay for extra staff and equipment, helping to ensure that all groups achieve equally well.
- **The governance of the school:**
 - The governing body is highly committed to the school and its continuing success. In addition to the visits made by each 'governor of the month', governors frequently give voluntary support in classrooms and on school trips. This helps them to maintain a very accurate view of the quality of teaching.
 - Governors have a deep insight into how well the school is doing, because they regularly ask leaders searching questions about the progress of different classes and groups of pupils. They know exactly how well pupils' test results compare to those of similar schools nationally.
 - Governors make sure that the headteacher and all staff have demanding targets linked to the school improvement plan. They expect any pay rises and promotion to be linked to high-quality teaching and results. Governors strike the right balance between challenge and support.
 - Governors make the most of opportunities to keep themselves up to date through training. They use their action plan to help find relevant evidence for the school's performance. In recent visits to look at pupils' writing and their learning in science, governors saw how well leaders are developing the new

National Curriculum. Governors ensure that the curriculum promotes tolerance and respect for all faiths and cultures.

- The expertise of the governors also comes to the fore when planning improvements to the premises and keeping track of finances. Governors know how the pupil premium is spent on disadvantaged pupils and check regularly that this is helping them to make the best possible progress.
- As well as talking to parents in the playground, governors meet parents at many school events.
- The governing body makes sure that safeguarding arrangements are highly effective and meet all national requirements.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. Pupils are very keen to learn and need no prompting to set to work. They often display a thirst to know more and tackle extra challenges with zest.
- Pupils can be relied upon to behave well throughout the day. They are kind and polite to each other and have excellent manners, opening doors and making way for staff and visitors alike.
- Lessons and pupils' books show that teachers praise and reward pupils for their efforts. As a result, pupils feel motivated to try hard. Pupils who find it a little more difficult to cope with school life are exceptionally well supported. Only occasionally are there minor incidents where pupils do not behave as well.
- Pupils are extremely proud of their school. They are smart in their school uniform. The Year 5 pupils wearing a tabard in the playground at break times help Reception children. Pupils look after equipment and the environment carefully. One explained why the site is litter-free: 'We're really good at Eco.' Pupils enjoy the range of exciting learning activities and the clubs on offer.
- Pupils have many opportunities to learn about different cultures and faiths through lessons and assemblies. They value the friendships they have made with children at their partner school in Tanzania. Links with other schools, including through sports competitions, prepare pupils outstandingly well for life in modern Britain. Fundraising for their chosen charities helps them recognise the needs of others.
- Attendance is well above the national average, and pupils arrive punctually at school. Parents told inspectors that their children look forward to coming to school.

Safety

- The school's work to keep pupils safe and secure is outstanding. Leaders and staff go out of their way to ensure that the site is safe. When pupils go to the playground, an adult constantly supervises the lane between the school buildings and the playground, to make sure that pupils are safe when crossing.
- The school is meticulous in its checks of all staff and visitors. The Chair of the Governing Body goes through the 'single central record' twice each term to make sure that it fully meets statutory requirements. All members of staff have up-to-date safeguarding training each year.
- Pupils behave safely at all times in their lessons and around the school. They need no prompting from their teachers to move sensibly and safely across the classroom from one activity to the next.
- Pupils have an excellent grasp of how to keep themselves safe, including when using the internet. Pupils respect each other, and there have been no incidents of discriminatory language of any kind. They told inspectors that there is no bullying at the school, and that adults always listen to them.
- Parents who talked to inspectors or who completed the online survey are entirely confident that children are safe at the school. Staff are fully in agreement.

The quality of teaching is outstanding

- Staff use their excellent understanding of what pupils know and can do to challenge pupils extremely well in their lessons. Their high-quality teaching enables pupils to make outstanding progress in reading, writing and mathematics in all years, including Reception.
- From the moment lessons start, learning begins, because pupils are keen to get involved and do their best. Teachers' enthusiasm for the subjects they teach rubs off on pupils, who eagerly contribute their ideas to the lesson, helping everyone to learn very well indeed.
- Teachers plan exciting topics which bring learning to life. In a Year 5 lesson, for example, pupils were thrilled to hunt for numbered cones scattered across an area outside, and then to solve the problem inside each cone and contribute each answer to help crack a code. They showed boundless enthusiasm throughout the activity, even where the problems became more challenging. Pupils of all abilities made outstanding progress.
- Teachers help pupils to develop high levels of skill in their learning. In a Year 2 lesson, pupils gained considerable expertise in using computers to edit and improve their pictures. Pupils commented on each other's work, which helped the whole class make excellent progress.
- Teachers check pupils' progress carefully during each lesson, using very skilful questioning to probe pupils' understanding. For example, in a Year 3 mathematics lesson, the teacher noticed that a few pupils were not as confident with some problems. Pupils were eager to help their classmates out, and as a result, any errors were quickly sorted out.
- Teaching assistants work most effectively with teachers, and together they make a difference to the progress of pupils who have special educational needs. In the Year 1 lesson based on *Peter Pan*, the teaching assistant helped pupils gain confidence in writing down their ideas for 'happy thoughts that make you fly'.
- Lessons and pupils' books show that there is no ceiling on what the most able are encouraged to achieve. Year 4 pupils wrote gripping stories set in Africa, showing great skill in describing the scene. Teachers set extra challenges to pupils when they have completed their work. Written and online homework is used most effectively to reinforce and extend pupils' learning.
- Teachers' comments in pupils' books pick out the strengths of the work, as well as making suggestions for improvement. Pupils' books show that the feedback from their teachers helps them to make even more progress, and many books provide evidence of pupils' outstanding learning over time.
- Teachers do not always check the quality of pupils' presentation, and at times pupils' work is untidy.

The achievement of pupils is outstanding

- Pupils throughout the school, including children in Reception, reach very high standards and make outstanding progress. Standards at the end of Key Stage 1 have risen substantially over the past two years to well above national averages in reading, writing and mathematics. Pupils of all abilities achieve extremely well.
- In all year groups, boys' and girls' progress in reading, writing and mathematics is outstanding. Attainment by the end of Year 5 in 2014 was much higher than usually seen at this age, reflecting excellent progress.
- The school makes sure that any pupils who have not made as much progress catch up quickly. In 2012, Year 2 pupils' attainment in writing and mathematics was below average. Outstanding teaching and regular checking of pupils' attainment helped this year group to make rapid progress throughout Year 3 and Year 4. Pupils are on track to do exceptionally well by the end of Year 5 this year.

- From Reception onwards, pupils rapidly gain skills in reading, including phonics (the sounds that letters make). The most recent results in the Year 1 phonics screening check show well above average standards. Pupils use their phonics skills accurately to tackle new words. They work out meanings by reading the rest of the sentence and looking at pictures for clues. Pupils enjoy reading and are equally at home with fiction or non-fiction texts.
- Disabled pupils and those who have special educational needs are given excellent support by teachers and teaching assistants alike, which helps them to make rapid progress. A small group of pupils thoroughly enjoyed an exciting range of challenges, making outstanding progress in the skills they were practising.
- The most able pupils achieve exceptionally well. Year 2 pupils are very well challenged, with the proportion gaining Level 3 in all subjects well above national figures. Several pupils in Year 5 last year reached the standards expected at Level 6 when they took reading tests normally taken by Year 6 pupils. This is a very high level of attainment for Year 5 pupils.
- The small number of disadvantaged pupils who are supported by extra funds achieve exceptionally well. Because of the very few pupils involved, it is not possible to comment on their attainment without risk of identifying individuals. The school has used the funding most effectively to pay for extra support, tablet computers and school trips. Leaders regularly check the difference the funding is making to pupils' progress, adjusting the support given, so that it helps pupils do even better.
- The school's checks on pupils' progress are thorough in all respects. Teachers make sure that they use evidence from pupils' books as well as from tests to decide how well pupils are doing.
- Pupils master skills in written English early on, using grammar, punctuation and spelling with increasing accuracy as they move through the school. Their skills in handwriting are not as consistently well developed.

The early years provision

is outstanding

- Children enter the Reception class with knowledge and skills that are typical for their age. Stimulating learning and very good support help them to develop a wide range of skills. By the end of the year, a much higher than average proportion of children achieve the level of development expected for their age.
- Teachers make the most of children's interests, so they become absorbed in what they are doing and gain a great deal from the activities they choose for themselves as well as from learning which is led by the teacher. A wide range of resources helps children make the most of the topics they are learning about.
- Staff are skilled at noting which children need extra support, including those with special educational needs. As a result, children catch up with their classmates. Children learn how to keep themselves safe when crossing the road. In the 'forest school', children showed enterprise in wiping their muddy hands on the grass. They could explain why they needed to wash their hands as well.
- Behaviour is outstanding. Extremely clear routines bring out the best in children. They are always polite when asking for equipment or help, and are used to taking turns. Children who had already jumped on the letter mats to say the sounds gave way to their classmates. At the end of break, children helped tidy up.
- Children make outstanding progress in reading, writing and mathematics. They move rapidly from forming individual letters at the start of Reception to writing a story of 12 lines by the end of the year. They relish counting beyond 20. The skills and knowledge children develop prepare them remarkably well for moving up to Year 1.
- Leadership and management are outstanding. Staff are expert in checking what children can already do and planning what they need to learn next. Children's achievements are captured at every opportunity, giving excellent evidence for each child's 'learning journey', which is shared with their parents. This helps parents to support their children in their learning at home.

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	116868
Local authority	Worcestershire
Inspection number	448493

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

Type of school	First
School category	Voluntary aided
Age range of pupils	4–10
Gender of pupils	Mixed
Number of pupils on the school roll	173
Appropriate authority	The governing body
Chair	Meg Hanlon
Headteacher	Melanie Millar
Date of previous school inspection	29 March 2010
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