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David Tinker  
Headteacher  
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Brockton  
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Dear Mr Tinker

### **Short inspection of Brockton CofE Primary School**

Following my visit to the school on 17 January 2017, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in December 2011.

#### **This school continues to be good.**

The leadership team has maintained the good quality of education in the school since the last inspection. Despite significant turbulence in leadership during the last 18 months, the staff and governors have ensured that the quality of education has not been compromised. This is to their credit.

You were appointed as headteacher at Brockton Church of England Primary School in September 2016. You are also headteacher at nearby Church Preen Primary School. On the days that you are based at Church Preen, a senior teacher takes responsibility for the day-to-day running of Brockton.

Since taking up your post you have provided strong direction for the school and gained the trust and respect of the staff, governors and parents. You have quickly secured an accurate view of the school's strengths and priorities for improvement. Staff and governors appreciate your principled leadership and your 'frank and honest' style. There is a strong team spirit across the school. Staff work together well and support each other fully. Your clarity of purpose and robust school improvement plan are a driving force.

At the last inspection, inspectors identified that pupils needed more opportunities to use information technology to support their learning. The school has tackled this successfully. A range of equipment, including i-pads and mini-notepads, is available in classrooms. Pupils choose equipment appropriately to support their learning. For example, pupils in Class 3 use laptops to create presentations and share their

learning with others. Rules and 'internet safety prompts' are on display in classrooms and well understood by pupils. Pupils' comments include, 'The rules about working on computers are here to remind us how to be safe. Even when I'm not in school, the rules are still in my head.'

You quickly identified the need to put an accurate assessment system in place in response to the raised expectations of the new national curriculum. Staff value the recent opportunities to share their assessments of pupils' learning with each other, and with colleagues at Church Preen Primary School. As a result, teachers are confident about their judgements. However, they are not yet using assessment information effectively to ensure that pupils, particularly the most able pupils, are given suitably challenging tasks and opportunities so that more reach the higher standard by the end of Year 6.

Work in pupils' books shows that teachers create meaningful and enjoyable opportunities for pupils to write about different subjects. Teachers skilfully link subjects through interesting visits, children's literature and topics such as 'Chocolate'. This is having a positive impact on pupils' engagement and attitudes to writing. As a result, pupils are motivated to write. However, you are aware that teachers do not always ensure that pupils are clear about what they need to do to improve their writing further and reach higher standards.

I met with parents at the school entrance at the start and end of the day. All of those I spoke with were extremely positive about the school; a typical comment was, 'This is a caring school, teachers go out of their way to make sure that learning is enjoyable for the children. We feel very lucky to have our children here.'

### **Safeguarding is effective.**

'We know that no one can be in our school unless they are a teacher or wear a visitor's badge. That's just part of how we keep safe.' This comment was typical of pupils' responses when asked about safety in school. You and other leaders, including governors, have ensured that all safeguarding arrangements are fit for purpose and records are detailed and of high quality. You have recently updated the school's safeguarding policy to ensure that it reflects the latest guidance. Parents overwhelmingly agree that children are well cared for and are safe in school.

Staff receive regular and appropriate training in safeguarding, including training related to the dangers of radicalisation and extremism. Staff say that 'safeguarding is always high on the agenda. We often have quick safeguarding quizzes at the beginning of meetings. This helps to keep us up to date with the latest documents and it keeps safeguarding high on our radar.' All staff, including lunchtime supervisors, know what to do and who to go to if they have any concerns at all.

### **Inspection findings**

- You have quickly gained an accurate understanding of the school's strengths and weaknesses. Your plans for improvement are focused and identify appropriate

and time-specific outcomes. You are open and honest about what is working well and what needs to be done next. You are quick to deal with any weaknesses and do not shy away from making difficult decisions when necessary.

- You have put a good deal of effort into making sure that teachers' assessments of what pupils understand and can do are accurate and in line with the raised standards of the national curriculum. You have organised activities for staff to share their assessments with one another and with teachers from the partner school. Teachers value this and are confident about their judgements.
- You acknowledge that teachers are not yet using assessment information effectively to ensure that pupils are given suitably challenging tasks, over time, so that more reach the higher standard by the end of Year 6. You agree that this is an area for improvement.
- You are ably supported by a senior teacher who effectively manages the day-to-day running of the school when appropriate. You have organised professional support for teachers who lead on specific areas. For example, the teacher who leads the special educational needs provision across the school has met with equivalent leaders in the partnership school, and beyond. As a result, she has extended her experience and leadership skills. These activities are further strengthening the school's leadership capacity.
- Governors are knowledgeable about the school's performance. They are committed to providing support and robust challenge and securing further improvements. With support from the local authority, governors have worked tirelessly to put strong, stable leadership in place. They fully understand the school's current priorities and have effective systems in place to check that things are moving in the right direction and at a timely pace.
- You carry out robust checks on the quality of teaching. Your monitoring records show that you provide good support and feedback to enable teachers to improve their teaching even further.
- Work in pupils' books, and on display around the school, shows that teachers plan creative opportunities for pupils to write about different topics. However, pupils are not clear about how well they are doing in writing and they do not have opportunities to think about how their writing might be improved. You recognise that this is an area for improvement.
- Pupils benefit from the wide range of subjects taught and the extra-curricular opportunities provided. For example, pupils talk about memorable learning experiences on their residential trip to London, staying on HMS Belfast and visiting the Cabinet war rooms. They are proud of their art work, such as their masks of Tutankhamun and the Tudor designs linked to history topics. These activities foster a love of learning. This shines through at Brockton Church of England Primary School.

### **Next steps for the school**

Leaders and those responsible for governance should ensure that:

- teachers use assessment information effectively to ensure that pupils are given suitably challenging tasks and opportunities, over time, so that more reach the higher standard by the end of Year 6

- pupils know how well they are doing in writing and understand what they need to do next to improve further and reach higher standards.

I am copying this letter to the chair of the governing body, the director of education for the diocese of Hereford, the regional schools commissioner and the director of children's services for Shropshire. This letter will be published on the Ofsted website.

Yours sincerely

Marilyn Mottram  
**Her Majesty's Inspector**

### **Information about the inspection**

During the inspection, I met with you, a senior teacher and the teacher with responsibility for special education needs provision. I also met with a representative from the local authority, the chair of the governing body and four other governors. I had a telephone conversation with one other governor. You joined me on brief visits to classes. We looked at examples of pupils' work and we talked to pupils about their learning. I spoke informally with pupils at different points during the school day. I reviewed a range of documentation including the school's own self-evaluation of its performance, and documents related to keeping pupils safe, and we discussed the most recent information about pupils' achievement. I took account of 11 responses by parents to Ofsted's online questionnaire, Parent View. I spoke to parents at the beginning and end of the school day. I also looked at information on the school's website.

This inspection focused particularly on: how effectively leaders check the progress of pupils; how well teachers use assessment information to make sure that pupils achieve their potential; the effectiveness of safeguarding; and the capacity of leaders to drive continual improvement.