

The Bredon Hancock's Endowed First School

Inspection report

Unique Reference Number	116868
Local Authority	Worcestershire
Inspection number	338910
Inspection dates	29–30 March 2010
Reporting inspector	Gerald Griffin

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	152
Appropriate authority	The governing body
Chair	Father Matthew Baynes
Headteacher	Mrs Melanie Millar
Date of previous school inspection	20 September 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 14 lessons taught by six teachers. They joined an assembly, observed break times, and held meetings with governors, staff, groups of pupils and parents. Inspectors scrutinised pupils' work, progress records, teachers' lesson plans, school improvement plans, policies and reports. They analysed 68 pupils' questionnaires, seven staff questionnaires and 73 parents' and carers questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the progress made in reading at Key Stage 1
- the quality of the challenge that teachers provide to secure good progress
- the effectiveness of improvement planning to accelerate and sustain good progress across the school.

Information about the school

Bredon Hancock's is a larger than average size first school. Nearly all of the pupils come from White British families. The proportion of pupils with special educational needs and/or disabilities is average. Most of them have specific learning difficulties. The new headteacher has been in post for two terms. The school has recently gained a number of awards including Healthy Schools, Active Mark and Eco-School's Silver.

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

Bredon Hancock's First is a good school. It provides a very safe, caring and happy atmosphere in which pupils grow into articulate and mature young people. Parents are very pleased with the standard of education that the school provides. Typically, one parent wrote, 'The school is a delightful and welcoming place for children to be. All the teachers are friendly and know the children very well.' At the school gate a parent told an inspector, 'My child is so happy at school and I am pleased with the good progress she is making.'

Children get off to a good start in the Reception class, where they make rapid gains in their learning. Good progress continues in all year groups and, by the time pupils leave school at the end of Year 5, attainment is above average. Since the last inspection, progress in mathematics has improved and is now good. Leaders now regularly check the quality of teaching. The school has improved the quality of its risk assessments and they are now robust. Recently, the school has experienced staffing difficulties. As a result, progress in some aspects of learning, such as reading at Key Stage 1, slowed. Now that staffing is stable, the school has successfully tackled this problem through effective improvement plans and pupils are making good progress in reading again. The school's very well targeted support for all pupils means that care, guidance and support, which were judged good in the last inspection, are now outstanding. School leaders' resolute drive to improve the school is clearly articulated and embraced by the staff. This record, together with its largely accurate self-evaluation, shows the school's good capacity for continued improvement.

Pupils are very polite to adults and to each other, and they behave well. Their above average attendance reflects their thorough enjoyment of all that the school has to offer. Pupils feel extremely safe in school and have an excellent understanding of how to keep themselves and others free from harm. They do their best to maintain a healthy lifestyle and to care for the environment, which is reflected in the school's national awards. Pupils' spiritual, moral, social and cultural development is good overall. However, their understanding of cultural diversity is a relative weakness because they do not have enough opportunities to meet and work with pupils from backgrounds that are different to their own.

Pupils really enjoy lessons and one boy told an inspector, 'I love learning because teachers make it so much fun and we learn a lot.' Teaching is good and, as a result, pupils have positive attitudes to learning and work hard. They make good progress because teachers plan work that challenges them well. Occasionally, the pace of learning slows during a lesson. This typically happens when introductions last too long and learning becomes too passive or when work does not match the needs of some

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pupils in the class closely enough to ensure that they are fully stretched. The lively curriculum supports pupils' personal development well and adds to their enjoyment of school.

What does the school need to do to improve further?

- Sustain a good pace of learning throughout lessons by ensuring:
 - lesson introductions do not go on for too long and pupils' are given active tasks
 - work is closely matched to all pupils' needs to sustain good progress.
- Broaden pupils' understanding of the diversity of British culture by providing them with more opportunities to work with others from a range of different backgrounds.

Outcomes for individuals and groups of pupils**2**

The learning observed in lessons was good throughout the school. For example, in a mathematics lesson in Key Stage 1, pupils were making good progress in naming shapes and understanding if one half of the shape was a reflection of the other. They discussed their ideas in groups, which helped their understanding of reflection and gave them confidence when they came to answer the teacher's questions. The many opportunities pupils had to use computers and games reinforced learning and made work fun. Most of them found their work challenging because their individual tasks matched their capability closely. In a Key Stage 2 English lesson, pupils were completely focussed on producing a diary of a fictional sailor from the Elizabethan era. They enjoyed researching the period in books and on the internet, which also developed their history knowledge. There were lively discussions between pupils when they were reflecting on how hard life would have been on board ship. This helped them clarify their ideas and empathize with their character. Later, they acted out some potential diary entries, which gave them confidence in choosing expressive vocabulary for their writing.

All groups of pupils, including those with special educational needs and/or disabilities, enjoy learning and their achievement is good. Progress in reading at Key Stage 1 has accelerated because teachers now use their regular assessments to plan challenging next steps for each pupil.

Pupils say that bullying is unheard of but are confident that if there was a case it would be quickly resolved by the school. Pupils have an excellent perception of what constitutes unsafe situations and how to keep themselves safe. For example, younger pupils have a crystal clear understanding of how to cross the road safely. They look after each others' safety very well in the playground, in corridors and in classrooms. Pupils do their best to eat a healthy diet and take plenty of exercise. Their understanding of health-related diseases is a relative weakness. They are keen to take responsibility as playground leaders and as members of the school council. They collect generously for charity and take a real interest in village affairs. For example, they help write the parish magazine. Pupils' positive attitudes, their above average standards in basic skills and attendance prepare them well for middle school and future work.

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Pupils reflect maturely on their feelings and those of others. Their good behaviour is based on a strong moral code. They readily share apparatus and work productively together in teams. They have a deep respect for people who come from homes that are different to their own but have few experiences of meeting and working with them.

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	2
The extent to which pupils adopt healthy lifestyles	2
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	2

How effective is the provision?

Teachers' questions really make pupils think, which promotes pupils' good understanding and accelerates their progress. Teachers use resources such as the electronic whiteboards well to engage pupils and develop their learning. They regularly assess pupils' progress and mostly use this information skilfully to plan challenging activities for each individual. Marking and other feedback provides most pupils with a clear understanding of how they can make their work better. Teaching assistants make a valuable contribution to learning, especially for pupils with special educational needs and/or disabilities.

The curriculum provides many good opportunities for pupils' spiritual development. For example, younger pupils were awestruck when live chicks emerged from the eggs they

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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had been carefully incubating. Learning French and specialist teaching in music and physical education adds to pupils' enjoyment of school. The school recognises that the curriculum is not fully extending some gifted and talented pupils and has plans in place to address this. The many educational visits broaden pupils' horizons and the popular sports and other clubs raise aspirations.

Pastoral care is outstanding. Staff use their detailed knowledge of each pupil very well. For example, adults know precisely which pupils are shy and provide them with support to boost their confidence and self-esteem. Pupils confidently turn to an adult if they have a concern knowing their worry will be quickly resolved. The school's targeted support for its small number of vulnerable pupils is especially effective and ensures that they make similar good progress in their personal and academic development as their peers. The school liaises extremely well with a very wide range of external agencies to support pupils' academic and personal development. The school's close links with feeder nursery and middle schools ensure that pupils move smoothly from one phase of their education to the next.

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?

Leaders' challenging targets and their plans to improve the school are articulated clearly to staff. Leaders' checks on pupils' progress towards their targets are regular, which means any slowing of progress is quickly spotted and remedied. The checks the school makes on progress in subjects, by classes and by groups are also good. In their drive to make the school even better, leaders are correctly working hard to fine tune these aspects of its work to sharpen its judgements on where further improvements can be made. Leaders have provided successful training that has improved lesson planning, for example, for teaching reading. The governors work hard on behalf of the school and challenge it robustly over its performance.

The school successfully places a high priority on safety and safeguarding. For example, it has recently improved the security of the Early Years Foundation Stage outdoor learning area. Child protection procedures are robust, regularly updated and fully meet current safeguarding requirements. The checks that the school makes on the suitability of adults to work with children are rigorous. The school's thorough commitment to promoting equal opportunities and eliminating discrimination is seen in the good progress of all its children including those with pupils with special education needs

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and/or disabilities.

The school has evaluated its religious, ethnic and socio-economic context thoroughly, and the contribution it makes to community cohesion is satisfactory. The work it has undertaken in helping families to support their child's education at home is having a positive impact in school, which is a happy and harmonious community. The school is developing links with a Redditch school with a diverse ethnic intake and with a community in Sri Lanka, which are starting to provide pupils with an insight into communities that are different to their own.

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	2
The effectiveness of the school's engagement with parents and carers	2
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	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children settle happily and quickly in the stimulating Reception atmosphere because they are very well cared for. They are very safe in the classroom and outdoor learning area. Children start school with the skills and abilities expected for their age. Good teaching ensure pupils make good progress in all areas of learning so that many of them start Year1 with levels that are above their peers nationally. Children behave well, are confident, independent, and readily share apparatus and their personal development is good.

The children love learning because adults provide them with exciting experiences. An adventurous trip around the school grounds was made more fun because it was raining and children were encouraged to discuss the benefits of rain to plants and animals. Adults plan an appropriate balance of adult-led and child-initiated activities. Occasionally opportunities are missed to use the well-resourced outdoor area to enhance children's

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physical development.

Leaders regularly record each child's progress and use this information well to plan challenging next steps in their learning and to keep parents well informed about their child's development.

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

Over half of the parents and carers returned a questionnaire. All of them feel their child is very safe in school. Many said how happy their child is at school and how very well the school cares for its pupils. Parents and carers are pleased with the way school manages behaviour, the quality of teaching and the good support provided for their children's personal development. Inspectors agree with these positive views. A few voiced concerns about their child's learning in mixed-age classes. Inspectors found that pupils make good progress in lessons across the school. Several said that they were unhappy about the quality of communication between home and school. However, many wrote that this area of the school's work is quickly improving and inspectors confirm this to be the case. For example, the headteacher has established a weekly newsletter and introduced open forums so that the school can hear and respond to parents' and carers' views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The Bredon Hancock's Endowed First 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 73 completed questionnaires by the end of the on-site inspection. In total, there are 152 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	42	58	30	41	1	1	0	0
The school keeps my child safe	43	59	30	41	0	0	0	0
The school informs me about my child's progress	29	40	39	53	4	5	0	0
My child is making enough progress at this school	32	44	34	47	5	7	0	0
The teaching is good at this school	37	51	32	44	2	3	0	0
The school helps me to support my child's learning	28	38	38	52	4	5	0	0
The school helps my child to have a healthy lifestyle	38	52	34	47	1	1	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)	28	38	36	49	2	3	0	0
The school meets my child's particular needs	29	40	37	51	4	5	0	0
The school deals effectively with unacceptable behaviour	25	34	43	59	1	1	0	0
The school takes account of my suggestions and concerns	29	40	38	52	2	3	0	0
The school is led and managed effectively	39	53	34	47	0	0	0	0
Overall, I am happy with my child's experience at this school	44	60	27	37	2	3	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 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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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 pupil's 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.



31 March 2010

Dear Pupils

Inspection of The Bredon Hancock's Endowed First School, Bredon, GL20 7LA

Thank you for being so polite and friendly when we visited your school recently. We enjoyed our visit and having the opportunity to talk to some of you and to see you in lessons and at play. I especially enjoyed sharing your enjoyment of seeing the chicks hatching. You are rightly proud of the school's happy atmosphere in which you all get on so well together. Bredon Hancock's is a good school. Here are some of the things we found out.

Your teachers ensure that you make good progress in all classes.

You enjoy school and feel very safe and secure.

You try your best to eat a healthy diet and take plenty of exercise.

Your behaviour is good.

You have good relationships with your teachers and you try hard for them.

The curriculum provides you with exciting clubs and visits, which you enjoy.

Adults look after you very well and are always ready to help you.

The headteacher and staff are working hard to make the school even better.

We have asked the school to do two things to help you do even better in your learning.

Make sure that you are always able to get on quickly with activities and that teachers always provide work for you that is neither too difficult nor too easy.

Help you to meet and work with boys and girls from areas that are different to Bredon Hancock's so that you have a better understanding of people from these backgrounds.

You can help the school by continuing to try your best in lessons, behaving well and attending regularly.

I wish you all success in the future.

Yours sincerely

Gerald Griffin

Lead inspector

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