

Inspection of Brimscombe Church of England (VA) Primary School

Brimscombe Hill, Brimscombe, Stroud, Gloucestershire GL5 2QR

Inspection dates: 28 and 29 June 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Leaders and staff are ambitious for pupils. Their high expectations begin in the early years. Pupils are polite and kind towards each other. The positive relationships between staff and pupils ensure learning and playtimes are enjoyable for all.

Pupils appreciate the wide range of clubs on offer such as karaoke, sewing, drama and multi-sports. They are proud to represent their school in competitions. Pupils know how to be physically healthy through exercise and a healthy diet.

Year 5 and 6 pupils know they can help their mental health by connecting with others, including online. However, they recognise that it takes 'courage to say no' if you are faced with unwanted pressure. Pupils take part in debates where they learn how to express themselves clearly and respectfully. They learn how to be active citizens through fundraising events, such as a sleepover in school to raise money for Shelter.

Parent comments, typical of many, describe the school as being a 'welcoming place' where staff 'care about all of the children and want the best for them.' The school values help pupils to know right from wrong. Pupils say, 'you'll be a good person' if you follow the school values.

What does the school do well and what does it need to do better?

Children are introduced to the joy of books right from the start. They regularly share stories and rhymes. Staff nurture a love of reading through carefully chosen books and engaging events. For example, pupils enjoy 'Free-Read Fridays' and meeting the 'Mystery Reader' in the Reception Year. Class books are selected to introduce pupils to a wide range of authors and text types effectively.

Phonics teaching begins in pre-school. Staff's phonic knowledge is secure. They use this to check pupils' pronunciation of phonemes successfully. Following Covid-19 disruptions to learning, teachers rightly focussed on filling gaps in Years 1 and 2 pupils' phonic knowledge. This work proved successful. Pupils who need additional help to secure their phonic knowledge are identified swiftly. One to one or small group interventions are used to ensure pupils catch-up quickly. Check-ins continue once they've met their target, to ensure they have retained the key phonic knowledge.

Leaders responded promptly to the areas for development raised in the previous inspection. Pupils' subject specific vocabulary has improved significantly. For example, pupils use the correct mathematical words when explaining their ideas and solving problems. This enables all pupils, including disadvantaged pupils and those with special educational needs and disabilities (SEND) to regularly complete mathematical challenges successfully.

There is a clearly sequenced and coherent curriculum in place across most subject areas. However, the essential knowledge and skills pupils need to remember are not broken down into small achievable steps in all subject curriculums. Therefore, teachers do not know how to adapt the curriculum to meet the needs of all learners. For example, the physical education curriculum does not set out the steps pupils need to practise and master before being able to bowl overarm. Pupils have gaps in their knowledge, skills and vocabulary in these subjects. They are unable to build on prior learning and make connections between important concepts.

Clear procedures are in place to identify, assess and meet pupils' additional needs in English, mathematics and science. Pupils and parents work with staff to agree and review 'My Plan' targets effectively. Targets are evidenced regularly in the classroom to inform reviews and plan next steps accurately. Leaders of SEND work with external agencies well. Since Covid-19 restrictions eased, staff have concentrated on supporting pupils' social and emotional development. For example, some pupils with SEND attend sessions with play and early inclusion therapists. This work is successful.

Pupils move around the school in a calm and orderly way. They respond to each other and adults appropriately. Pupils are confident that staff will listen and help them if they have worries or concerns. They say everyone is treated equally. Pupils enjoy school and most attend regularly. Leaders help families to overcome barriers that prevent their child from attending school.

Each year, leaders and staff plan for the development of pupils' life skills well. For example, whole school performances and the Year 6 residential visit build pupils' independence, resilience and collaboration effectively. Pupils' spiritual and moral growth is supported through whole school worship successfully.

Leaders, including governors, know the school's strengths and areas for improvement. They welcome advice and support from appropriate external agencies to develop their effectiveness as strategic leaders. They are considerate of staff well-being. Staff feel valued and appreciated.

Safeguarding

The arrangements for safeguarding are effective.

Appropriate safeguarding checks are completed before staff and volunteers begin working at the school. Leaders, including governors, regularly check recruitment records to assure themselves they are accurate.

Staff and governors attend safeguarding training regularly. This helps them carry out their safeguarding roles and responsibilities. A robust recording and reporting system is used by staff to share concerns for pupil welfare. Leaders follow up these concerns with appropriate actions.

Pupils are taught how to keep themselves safe, including online. They say they feel safe in school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not identified the essential knowledge they want pupils to know and remember across some foundation subject curriculums. This means pupils do not remember some of the key concepts. They are unable to build on prior learning and make connections between concepts taught. Leaders need to identify the essential knowledge pupils must know and remember across the school's foundation subject curriculums.
- When planning pupils' learning from some foundation subject curriculums, teachers do not know what the essential knowledge is that pupils should be taught. Consequently, pupils have gaps in their subject knowledge. Leaders need to support teachers to use assessment information to identify and rectify these gaps to ensure pupils know more and remember more.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

| | |
|--|--|
| Unique reference number | 115690 |
| Local authority | Gloucestershire |
| Inspection number | 10227251 |
| Type of school | Primary |
| School category | Voluntary aided |
| Age range of pupils | 3 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 94 |
| Appropriate authority | The governing body |
| Chair of governing body | Rod Harris |
| Headteacher | Joe Roberts |
| Website | www.brimscombe.gloucs.sch.uk |
| Date of previous inspection | 15 June 2021, under section 8 of the Education Act 2005 |

Information about this school

- Brimscombe Church of England (VA) primary school is part of the diocese of Gloucester family of schools.
- The governor-run pre-school caters for 3- and 4-year-olds.
- The school does not use alternative providers.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- The inspectors met with the headteacher, deputy headteacher, staff, pupils, governors, including the chair of governors and representatives from Gloucestershire County and the diocese of Gloucester.
- The lead inspector listened to pupils from Years 1, 2 and 3 read to a known adult.
- The inspectors carried out deep dives in these subjects: reading, mathematics, design technology and physical education. For each deep dive, the inspectors discussed the curriculum with subject leaders, looked at curriculum plans, visited

a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspectors reviewed the school's safeguarding documentation, including records of safeguarding checks carried out on staff working at the school. They considered how well the designated safeguarding lead acts on concerns about pupils' safety and welfare. The inspectors spoke to pupils, staff and governors about safeguarding practices.
- The lead inspector considered the responses to the online survey, Ofsted Parent View. She also took into consideration the responses to the surveys for staff and pupils.

Inspection team

Marie Thomas, lead inspector

Her Majesty's Inspector

Sandra Woodman

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022