

Bramley CofE Aided Infant School and Nursery

Birtley Road, Bramley, Guildford, Surrey GU5 0HX

Inspection dates

5–6 March 2019

Overall effectiveness	Outstanding
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Early years provision	Outstanding
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an outstanding school

- The outstanding headteacher, supported by her very capable team of staff, leads the school exceptionally well.
- The exciting curriculum is full of awe and wonder. It inspires pupils to learn. Pupils gain excellent subject-specific skills and knowledge. The curriculum is imaginatively supported by a range of visits and extra-curricular experiences.
- Adults are truly committed to making sure that pupils are safe, well cared for and develop a love of learning. The quality of teaching is outstanding.
- Pupils' outcomes are consistently extremely high. The proportion of pupils who reach the expected level of development for their age is well above average. A very high proportion of pupils exceed the expected standards.
- The school's Christian and moral values are threaded through the school. Pupils develop strong spiritual, moral, social and cultural skills. They learn how to maintain healthy, active lifestyles. They are well prepared for life in modern Britain.
- Pupils behave superbly. They are friendly, respectful and have excellent attitudes towards learning. They enjoy coming to school. Attendance is high.
- The early years provision provides an excellent start for children. The curriculum encourages children to be curious. Adults make best use of the environment so that children thrive in the setting. Developing the outside spaces is a priority.
- Provision for pupils with special educational needs and/or disabilities (SEND) and for disadvantaged pupils is excellent. Pupils' needs are met extremely well so that they achieve as strongly as their peers.
- Pupils who speak English as an additional language are supported very well and make excellent progress.
- Adults keep children safe and secure. They are well trained and understand their safeguarding responsibilities well. Parents and carers are rightly confident that their children are safe. Prompt action was taken during the inspection to address minor errors in the single central record.
- Parents are full of praise for the school. They value the nurturing environment and dedicated staff. As one said, 'Bramley is a lovely school with caring teachers who want the best for my child. I couldn't be happier as a parent.'

Full report

What does the school need to do to improve further?

- Further develop and refresh the use of the outside spaces in the early years.
- Ensure that the administration of safeguarding reflects the strong safeguarding culture evident in the school.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- Since her appointment in January 2015, the friendly and expert headteacher has worked with dedication to improve all aspects of the school so that it is now outstanding. She makes sure that the school values of 'learning and growing together with God as our guide' are at the heart of the school. She has the trust and support of parents, staff and pupils alike.
- Staff work extremely well together as a team and morale is high. They are deeply committed to making sure that pupils receive the very best educational experience. Adults are well trained and knowledgeable about their different leadership responsibilities. They lead their curriculum areas with creativity and are meticulous in making sure that the curriculum is planned to build up pupils' knowledge and skills over time. Adults check that the curriculum is delivered well, offering support and ideas to each other so that it is constantly refreshed and of high quality. As a result, the learning experience at Bramley is stimulating, thought-provoking and absorbing. Pupils' learning is superb and they achieve very highly at each stage of their education.
- The curriculum is broad and balanced and full of awe and wonder. Adults have thought carefully to make sure that topics are meaningful for pupils. For example, pupils learning about the history of the village studied the lives of the local soldiers who died in World War I. They wrote their names on poppies and reflected on what the word 'remembrance' means to them. In science, pupils are learning about the seasons as they happen. During the inspection, they used the outdoor areas to great effect to notice signs of spring, plant potatoes and check the wind direction. Pupils are inspired by such experiences, using them to make their writing interesting and lively.
- Pupils value the trips and visits to local places of interest which augment the curriculum. For example, pupils spoke warmly about a recent trip to the British Wildlife Centre, where they learned about which animals are omnivores and which are carnivores. They also appreciated a visit to a theatre where they got to sing with many other schools.
- Pupils' spiritual, moral, social and cultural development is excellent. The school's Christian values are embedded throughout the school. Pupils understand these values and like putting their name on a leaf for the 'value tree' when they demonstrate the value of the week. Opportunities to reflect on British values such as democracy, tolerance and the rule of law are woven into lessons and assemblies. Pupils develop a good understanding of different religions and cultures. They show a well-developed understanding of the importance of treating everyone equally, one pupil saying that 'everyone is welcome in our school as we're really friendly.'
- Senior leaders have improved the quality of teaching over time so that it is now consistently outstanding. Leaders use performance management processes very well to hold staff to account for the quality of their teaching. Adults access valuable training so that they are up to date with the latest curriculum requirements and teaching strategies. They share their understanding with colleagues through regular staff meetings so that collectively the quality of the school's work is constantly improving.

- Leaders have an excellent understanding of the strengths and areas for further improvement in the school. They constantly monitor the quality of the school's work, reporting this to governors accurately. All staff contribute to school improvement planning, so that it focuses sharply on what is best for pupils' further development and learning.
- Leaders oversee the use of pupil premium funding very well to reduce any barrier to learning that disadvantaged pupils may have. Leaders check carefully how well each pupil is doing and adapt the use of funding to maximise these pupils' progress. Consequently, disadvantaged pupils' achievement is as strong as that of their peers.
- Leaders make sure that pupils are active and lead healthy lifestyles. They use government funding to promote sport and increase physical activity successfully. In particular, they have increased the opportunities for pupils to participate in competitive sport. Pupils also enjoy attending a range of active extra-curricular clubs.
- Pupils with SEND are extremely well supported in school. Adults are adept at spotting the early signs that may indicate that a child needs additional support with their learning. Adults provide timely extra help for pupils with SEND, including using outside agencies where appropriate. Pupils with SEND are fully included in the school. They consequently achieve very well from their starting points.
- Communication with parents is very strong. Parents praise the regular contact they have with adults, which keeps them informed about their child's progress and development. Parents say that their children are thriving and happy at school. Several parents spoke of their child's eagerness to get to school in the morning. One parent summed up the views of many: 'Bramley Infant School is an amazing learning environment for my children and they have made excellent progress.' Another said, 'I have been extremely happy with the care and teaching my children have received. The staff have got the best out of my children and I can't praise this school highly enough.'

Governance of the school

- The governance of the school is highly effective. Governors are conscientious. They have made sure that between them they possess a useful range of skills, which they use to offer support and challenge to school leaders.
- Governors know the school very well. Minutes of committee meetings show that they have a detailed understanding of the strategic oversight of the school and of how well pupils are doing. They visit the school regularly to see the quality of provision for themselves.
- The governing body ensures that the pupil premium funding and funding for pupils with SEND are spent effectively and make a difference to pupils' outcomes. They keep a sharp eye on the use of the school budget to ensure that it is used effectively for the benefit of the pupils.

Safeguarding

- The arrangements for safeguarding are effective.

- A very strong culture of safeguarding permeates the school. All adults are trained regularly in safeguarding. They have a very good understanding of pupils' vulnerabilities. Adults are vigilant, knowing how to recognise and report any potential concerns. Leaders act swiftly when a concern about a pupil's well-being is raised. Suitable support is offered to families, including from outside agencies where appropriate.
- The curriculum includes a strong focus on pupils' well-being. Personal, social, health and economic education helps pupils understand how to maintain healthy lifestyles, both physically and mentally.
- Pupils say that they feel safe in school and that an adult will help them if they have any worries. Staff and parents spoken to during the inspection, and those who responded to Parent View, all feel that children are safe and well cared for.
- Leaders and governors follow safer-recruitment procedures very well. During the inspection, minor administrative errors in the single central record were corrected.

Quality of teaching, learning and assessment

Outstanding

- Teachers and additional adults are highly skilled and enthusiastic. They use their excellent subject knowledge and creativity to plan learning experiences which meet pupils' needs very well. Teachers' accurate understanding of pupils' different starting points, coupled with a strong knowledge of how different pupils learn, allows adults to confidently adapt what they are teaching as needed. They use a range of effective techniques to provide the right amount of support and challenge for each pupil. Consequently, a strong learning ethos pervades the school and pupils make outstanding progress.
- Extremely positive relationships between adults and pupils mean that pupils display terrific attitudes to learning. Pupils are eager to join in activities and they become thoroughly immersed in learning. This creates a joyful, vibrant environment. Parents agree that their children enjoy school. As one said, 'My daughter is always happy to come to school. I feel lucky that this is our local school.'
- Teaching encourages pupils to be curious about the world they live in. Adults ask insightful questions which deepen and expand pupils' thinking. As a result, pupils develop strong problem-solving skills, which they apply well across the whole curriculum.
- Pupils are highly productive and develop strong learning habits. They are eager to join in and to produce their very best work. Adults use verbal and written feedback effectively to help pupils make strong progress. Consequently, pupils understand what they need to improve to become confident and successful learners.
- The teaching of reading is a strength throughout the school. In the early years, adults provide imaginative opportunities which help children to become very familiar with letters and the sounds they make. Teaching in key stage 1 prioritises further strengthening of pupils' phonics skills and applying these skills when reading. Teachers make sure that the books pupils use to learn to read are set at the right level of difficulty for each pupil. Teachers work in partnership with parents to ensure that pupils read regularly both at home and at school. Pupils say that they love reading. Pupils who read to the inspector did so confidently and fluently, using the strategies

they have learned to sound out any unfamiliar words. They could discuss the context of the stories they were reading, making predictions about what might happen next.

- Teachers use a range of effective strategies to ensure that pupils develop strong writing skills. Pupils demonstrate a strong understanding of how to structure their writing. For example, pupils in Year 1 wrote a description of a recent walk to learn about the history of the local village. The teacher modelled the elements of the paragraph very well, so that when pupils wrote their own version they did so with confidence and fluency.
- Teachers make sure that pupils write for different purposes across the whole curriculum. For example, in science, pupils compared the properties of different materials to find out which are waterproof. In geography, pupils wrote factually about the habitats of polar bears, using subject-specific vocabulary extremely proficiently.
- Developing pupils' mathematical skills across the curriculum is a high priority for the school. Children develop a strong understanding of number, shape and volume in the early years. For example, children in Reception playing with building blocks could distinguish between rectangles, cuboids and squares. In the pre-school class, children filled different-sized containers with beads, identifying which had the most beads.
- Pupils enjoy using mathematics to investigate and solve problems. In Year 1, pupils excitedly investigated how long their toy snakes were, being careful to measure accurately from zero. In science, pupils investigating the weather recorded the recent rainfall using precise measurements. Over time, teachers develop pupils' reasoning skills well, through asking pupils to make predictions and explain their thinking when solving problems.
- Teachers and other adults provide high-quality support for pupils with SEND. Activities are tailored to meet their different needs very well. Adults provide an inclusive, nurturing environment where these pupils learn alongside their peers very well. Expectations for the achievement of pupils with SEND are high.
- The quality of the school environment celebrates learning. Classrooms and outside areas are industrious places and used highly effectively to fuel pupils' love of learning. Vibrant displays praise pupils' achievements and encourage reflection. The library is a busy centre for reading. The outdoor classroom is used superbly to stimulate pupils' interests. However, although adults use the outdoor areas in the early years extremely well, the quality of the early years outdoor environment is less inspiring. Plans are under way to improve these areas.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils are proud of their school. They appreciate opportunities to contribute to the success of whole school community, for example through being a member of the school council. One pupil proudly showed me the prayer area that the 'worship team' had prepared. He told me that they made this so that there was somewhere for pupils to reflect on their day.

- The playground is a happy, active place. Pupils use playground equipment to great effect. Pupils enjoy catching and skipping games, using sporting equipment enthusiastically. Pupils' use of imaginative play is a particular strength. For example, pupils used the wooden ship to play at being sailors and captains.
- Pupils show high levels of respect for each other and adults. They contribute to setting up class rules and routines, and follow these very well. For example, pupils hang up their coats and bags carefully before entering the classroom, tidying up well after activities.
- Pupils feel very safe in school. They say that bullying does not happen because everyone is friendly towards each other. They know how to carry out a fire drill and how to cross the road safely. Adults make sure that pupils have an age-appropriate understanding of how to stay safe on the internet. For example, pupils know not to give out personal information about themselves and to tell an adult if anyone asks to meet them.
- Pupils are extremely well cared for. Adults know pupils very well, anticipate their needs and are quick to spot if anyone needs extra help or support. All pupils spoken to could identify a trusted adult whom they would tell if they had any concerns.
- Parents are full of praise for the environment the school provides. As one said, 'My son has been nurtured all the way through the school. The staff really focus on his development and he gets help where he needs it.' Another parent said, 'The staff are all very approachable and happy to help. I would absolutely recommend the school to any other parents.'

Behaviour

- The behaviour of pupils is outstanding. Staff set high expectations for pupils' behaviour, which pupils meet superbly. Pupils help each other exceptionally well as they play and learn. Their conduct around the school is exemplary. As a result, pupils are respectful and friendly in a calm and orderly environment.
- Pupils demonstrate excellent attitudes to learning. They pay attention to adults and contribute readily in lessons. Pupils rise to challenges with determination and an eagerness to succeed from an early age. Pupils are confident learners who are willing to take risks. They like being challenged in their work and show resilience when learning becomes difficult. Pupils work equally hard when working on their own and when working collaboratively. They listen carefully, supporting each other very well.
- Pupils enjoy coming to school. Pupils' attendance is high and much improved from the previous inspection. This is because of the high profile leaders have placed on pupils' regular attendance, which parents have responded to very well. Pupils appreciate receiving certificates for their excellent attendance. Adults work very effectively with the very few families where there is a danger of pupils becoming persistently absent. Consequently, attendance is well above the national average, and persistent absence is very rare.

Outcomes for pupils

Outstanding

- Leaders and governors are passionate about ensuring high standards for every pupil. Leaders' sharp focus on improving the quality of teaching and use of assessment have

resulted in a substantial and secure rise in pupils' attainment since the previous inspection.

- Pupils' attainment in reading, writing, mathematics and science is consistently well above national averages. The most able pupils achieve highly. An above-average proportion of pupils achieve at greater depth standards in reading, writing and mathematics. Over time, a slightly higher proportion of girls than boys achieve the greater depth standard in reading and writing.
- The teaching of reading is a particular strength. The proportion of pupils achieving the expected standard in the Year 1 phonics screening check is consistently above average. The small number of pupils who have not reached the expected standard catch up rapidly because of the excellent support they receive from teachers and teaching assistants. Pupils show great enthusiasm for reading. They read regularly both at home and in school. Consequently, they achieve highly. Impressively, for the last two years, all pupils reached the expected standard in reading and nearly half achieved the greater depth standard.
- Throughout each year group and across the curriculum, current pupils make substantial and sustained progress from their starting points. They develop very strong knowledge, skills and understanding across a range of subjects, including in English and mathematics. For example, during the inspection, inspectors observed pupils making very good progress in design technology, computing and science. Pupils' books showed pupils' very strong progress in humanities and arts subjects. The use of subject-specific vocabulary is a particular strength.
- In the early years, most children have average or above-average starting points. They make excellent progress across all areas of learning, particularly in reading and mathematics. They are very well prepared for transition into key stage 1.
- Pupils with SEND make excellent progress from their starting points because activities are matched closely to pupils' learning needs. Support for pupils who need help with their communication and language skills is particularly effective.
- Disadvantaged pupils make rapid progress so that they keep up with their peers. There is no difference in the attainment of this group of pupils and that of other pupils nationally because adults are skilled at identifying where pupils need extra support and providing timely help which meets their needs very well.
- Pupils who speak English as an additional language are supported effectively. Additional help with learning English is timely and effective. These pupils settle quickly in the friendly environment and make excellent progress.
- By the time they leave the infant school, pupils are articulate, confident and caring individuals with a love of learning. They are exceptionally well prepared for their next stage of education.

Early years provision

Outstanding

- Children get off to an excellent start in the early years because of the high quality of care and nurture that they receive.

- Leadership in the early years is very strong. All adults work exceptionally well together to create a vibrant and interesting curriculum which builds on children's skills, interests and abilities very well. For example, children in the pre-school used paint and cardboard to create a three-dimensional landscape for dinosaurs after children became enthused about dinosaur stories.
- Teaching in the early years is outstanding. Adults are highly knowledgeable about the typical development and characteristics of learning for children in the Nursery, pre-school and Reception. They use this knowledge to assess children's development accurately. Carefully planned, imaginative activities provide a balance between adult-led and child-selected exploration. Adults provide additional help and challenge for any children who need it. Consequently, children make very strong progress from their starting points. An above-average proportion of children reach a good level of development by the end of Reception. Children quickly develop the skills that they need to be successful in Year 1.
- The teaching of early reading is a clear strength. Imaginative phonics sessions teach children to recognise letters and to blend sounds from an early age. Leaders recognise the importance that parents play in helping children to become fluent readers. They provide advice for parents on how to reinforce learning at home. Children regularly take books home to read with their parents. Consequently, by the end of Reception most children demonstrate reading skills which are advanced for their age and have a love of reading.
- Children make very strong progress in their writing. Adults make sure that children develop strong coordination skills and grip so that they are ready to learn to write. Adults model writing simple words and sentences, and children practise doing this with enthusiasm. They learn to use simple punctuation rules, such as when to use full stops and leave finger spaces.
- Children play together and cooperate with each other very well. They increasingly take notice of what their friends are doing as they get older and build positive relationships with each other. Children share equipment well together. For example, children playing with the puppet theatre took it in turns to use the puppets and be in the audience. They enthusiastically used different voices for their puppets, applauding each other's performances.
- Adults make sure that children develop their communication and language skills thoroughly. Expert use of conversation and questioning techniques encourages children throughout the setting to reflect on what they are doing and learning. This helps them to develop very good attitudes to learning and to make strong progress. Children become particularly adept at problem solving.
- Children throughout the setting are safe and nurtured. All statutory welfare requirements are met. Adults know children exceptionally well and are alert to children's health, safety and well-being. For example, in the Nursery and pre-school, adults are quick to notice if a child becomes worried or disorientated. Instant care and attention refocus children; soon they are smiling and playing happily.
- Staff communicate with parents highly effectively. They tell parents regularly how well their children are doing and the progress they are making. Parents appreciate the

support they receive in how to help their child at home, for example through the phonics sessions parents attend and through frequent communication about reading.

- Leaders have a clear understanding of the strengths of the setting and what they need to develop further. For example, although they make best use of the whole learning environment available to them, they recognise that the equipment in the outside areas needs refreshing.

School details

Unique reference number	125243
Local authority	Surrey
Inspection number	10088180

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

Type of school	Infant and nursery
School category	Voluntary aided
Age range of pupils	2 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	113
Appropriate authority	The governing body
Chair	Stephen Darvill
Headteacher	Elaine Spick
Telephone number	01483 892346
Website	www.bramley.surrey.sch.uk/
Email address	head@bramley.surrey.sch.uk
Date of previous inspection	9 May 2018

Information about this school

- Bramley is smaller than the average-sized school. Since the previous inspection, the school has taken over the on-site Nursery, so that this is now fully part of the school.
- The children in the pre-school and Nursery attend on a part-time basis. Children in the Reception class, and pupils in Year 1 and Year 2, attend full time.
- The current headteacher joined the school in January 2015 on the retirement of the previous headteacher. The school benefits from very little change in staffing over time.
- Most pupils are from White British backgrounds. The proportion of pupils who speak English as an additional language is lower than found nationally.
- The proportion of pupils who are disadvantaged is much lower than the national average.
- The proportion of pupils with SEND is lower than the national average.

Information about this inspection

- The inspector observed learning in all classes. Almost all observations were done jointly with senior leaders.
- The inspector held meetings with senior leaders, middle leaders, a group of staff and a group of governors. The inspector spoke to a representative of the local authority on the telephone.
- The inspector checked records and documentation relating to pupils' progress, safeguarding, behaviour, attendance, governance, monitoring and improvement.
- The inspector considered the 16 survey responses to the confidential staff survey.
- The views of parents were gathered by considering the 28 responses to Ofsted's online survey, Parent View, including free-text responses. The inspector also spoke informally with parents at the start of the first day of the inspection.
- The inspector spoke informally with children and pupils throughout the inspection, met with a group of pupils from Year 1 and 2 and heard some pupils read.
- The inspector scrutinised a range of children's and pupils' work with school leaders.

Inspection team

Catherine Old, lead inspector

Her Majesty's Inspector

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