

# Inspection of Breamore Church of England Primary School

Salisbury Road, Breamore, Fordingbridge, Hampshire SP6 2EF

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| Inspection dates:         | 8 and 9 October 2024 |
| The quality of education  | <b>Good</b>          |
| Behaviour and attitudes   | <b>Good</b>          |
| Personal development      | <b>Outstanding</b>   |
| Leadership and management | <b>Good</b>          |
| Early years provision     | <b>Good</b>          |
| Previous inspection grade | Good                 |

## **What is it like to attend this school?**

Pupils are happy at Breamore. They value the nurture and care that they receive in this warm and welcoming school. Relationships between adults and pupils are exceptionally strong because adults know pupils as individuals. Pupils feel safe within this gentle culture. They know they can speak to any adult if they have any worries or concerns.

The school's 'Roots Curriculum' threads through all aspects of daily school life. Starting in the early years, children develop the important skills of understanding boundaries and self-regulation. They also develop important learning behaviours, such as resilience, focus and independence. Pupils know and understand the school values of justice, compassion and trust. They are able to link them to the school rules through being safe, ready and kind. Pupils are polite and friendly.

The school has high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils achieve well, especially in phonics. They spoke enthusiastically about their learning projects and the trips they go on. For example, pupils in Years 3 and 4 enjoyed their visit to Stonehenge. Pupils relish the opportunities to present their learning to their parents and carers.

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

The school has designed a broad, relevant and engaging curriculum. In all subjects, starting in the Reception class, the curriculum is well designed and sensibly ordered. The school has identified the key knowledge, vocabulary and skills that pupils need to know and remember. Teachers know what pupils have learned already, what new knowledge they need to teach and in what order. This ensures that pupils in the mixed-age classes build on their prior learning securely.

Teachers' subject knowledge is strong. Lessons start with teachers recapping previous learning. For example, in a history lesson, pupils had to recall historical facts learned from last week, last month and last year. This helps pupils to make links and recall what they have remembered. In most subjects, teachers successfully check pupils' understanding. However, in some lessons, teachers do not pick up misconceptions consistently well. Consequently, in these subjects, some pupils develop gaps in their learning.

The school is ambitious for pupils with SEND. It ensures that they follow the same curriculum as their peers. There are clear procedures in place to identify pupils with barriers to their learning. The school monitors carefully how well pupils with SEND learn. However, further work is needed to make sure that teachers fully understand how best to provide support for pupils with SEND. Reading is prioritised from the start of the Reception class to the end of Year 6. Children start to learn their letters and sounds as soon as they start school. Adults are experts in early reading. By following the phonics scheme, teachers make rigorous checks to ensure that pupils are keeping up. Pupils who struggle are well supported. Pupils read books that match the sounds that they know. Once pupils are confident readers, the school has designed a progressive reading curriculum that ensures pupils read a wide range of quality texts.

Pupils generally behave well. They are enthusiastic learners. Generally, pupils listen and concentrate in lessons with sufficient attention. At times, they call out, which makes it difficult to hear what adults are saying.

The school's programme for pupils' personal development is exceptional. Pupils are able to talk about differences at an age-appropriate level and explain what it feels like to be left out. From Reception to Year 6, pupils learn the fundamental British values. For example, in the Reception class, children learn the school rules. In Year 6, they deepen their thinking through discussing thought-provoking questions such as 'Should we accept our place in society?'

The school has created a '50 things promise'. This is to further widen pupils' development and experiences. Pupils study different religions and, linked to the promise, have the opportunity to visit other places of worship. They are able to experience being away from home on residential trips, learning a musical instrument and following a talent.

Governance is a strength of the school. Governors know the school well and know what the next steps are. Staff are happy and feel supported. They said that leaders are aware of pressures on workload and take action to reduce them where possible. Staff's professional development is comprehensive, with a clear focus on the areas of need for the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In some core subject lessons, checks on pupils' learning, including in the early years, do not identify gaps in pupils' knowledge sufficiently well. As a result, some pupils are not always ready for the next steps in their learning. The school needs to ensure that strategies for checking what pupils know in these subjects are in place so teachers can address any misconceptions or gaps in learning effectively.
- Across the curriculum, learning is not always adapted effectively enough to ensure that pupils with SEND can succeed. Consequently, they do not learn as well as they could. The school should make sure that teachers know how to identify the building blocks necessary to ensure that pupils with SEND can learn the curriculum and make progress alongside their peers.

## 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.

## Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

|                                            |                                                                                |
|--------------------------------------------|--------------------------------------------------------------------------------|
| <b>Unique reference number</b>             | 116275                                                                         |
| <b>Local authority</b>                     | Hampshire                                                                      |
| <b>Inspection number</b>                   | 10341430                                                                       |
| <b>Type of school</b>                      | Primary                                                                        |
| <b>School category</b>                     | Voluntary controlled                                                           |
| <b>Age range of pupils</b>                 | 4 to 11                                                                        |
| <b>Gender of pupils</b>                    | Mixed                                                                          |
| <b>Number of pupils on the school roll</b> | 74                                                                             |
| <b>Appropriate authority</b>               | The governing body                                                             |
| <b>Chair of governing body</b>             | Paul Millard                                                                   |
| <b>Headteacher</b>                         | Tracy Allen                                                                    |
| <b>Website</b>                             | <a href="http://www.forestedgelearning.co.uk">www.forestedgelearning.co.uk</a> |
| <b>Date of previous inspection</b>         | 12 March 2019, under section 8 of the Education Act 2005                       |

## Information about this school

- The school is part of the Forest Edge Learning Federation. This is a formal collaboration with two other local schools, sharing the same senior leadership team and governing body.
- There have been changes to leadership since the school was last inspected. The executive headteacher took up the substantive post in April 2024, and the executive deputy headteacher in September 2024.
- The school's religious character is inspected separately. Its most recent section 48 inspection for schools of a religious character took place in 2019.
- The school currently uses one of the federation schools for alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the executive headteacher, other leaders, the inclusion leader, school staff and pupils.
- The lead inspector also met with members of the governing body, including the chair. She met with a representative of the local authority and spoke to a representative of the diocese.
- The inspectors carried out deep dives in early reading, mathematics and history. For each deep dive, the inspectors held discussions about the curriculum, visited lessons, spoke to teachers, talked to some pupils about their learning and looked at samples of pupils' work. They also listened to some pupils reading to a familiar adult.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The views of staff, pupils and parents were also gathered through Ofsted's surveys.

## Inspection team

|                                  |                  |
|----------------------------------|------------------|
| Becky Greenhalgh, lead inspector | Ofsted Inspector |
| James Munt                       | Ofsted Inspector |

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