

Tarleton Mere Brow Church of England Primary School

Inspection report

Unique Reference Number	119574
Local authority	Lancashire
Inspection number	379842
Inspection dates	13–14 March 2012
Lead inspector	Marie Cordey

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	55
Appropriate authority	The governing body
Chair	Nicholas Davis
Headteacher	Sandra Bolsher
Date of previous school inspection	7 November 2008
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Introduction

Inspection team

Marie Cordey

Additional inspector

This inspection was carried out with two days' notice. The inspector observed five teachers and visited six lessons, three of which were joint observations with the headteacher. In addition, the inspector made other more brief visits to lessons and also heard pupils reading. Meetings were held with the Chair of the Governing Body, parent governors, the School Improvement Officer, staff and groups of pupils. The inspector observed the school's work, and looked at the school's self-evaluation evidence, the school improvement plan, safeguarding documentation, and records of internal and external monitoring of the school. The inspector also analysed questionnaires completed by 32 parents and carers and those completed by pupils and staff. The inspectors looked at the on-line questionnaire (Parent View) but insufficient responses were available to show results for this school.

Information about the school

This is much smaller than the average-sized primary school. The Early Years Foundation Stage consists of a Reception class. The proportion of pupils known to be eligible for free school meals is below average. The proportion of disabled pupils and those with special educational needs is below average. The vast majority of pupils are from White British backgrounds. The proportion of pupils entering or leaving the school at other than the usual times is above average. There have been significant changes in staffing since the school's previous inspection including the appointment of a headteacher. The government has 'floor standards', which set the minimum expectations for attainment and progress. The school did not meet the expectation for attainment in 2011.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	3
Leadership and management	3

Key Findings

- This is a satisfactory school. It was judged to be satisfactory in its last inspection. It is not yet good because of some inconsistency in the attainment of boys and standards in mathematics, inconsistencies in the quality of teaching and shortcomings in the Early Years Foundation Stage. Nevertheless, the new headteacher has succeeded in motivating and inspiring staff to improve the school’s performance. Consequently, expectations are high and there is a concerted drive to improve pupils’ personal and academic development which is beginning to show results.
- Pupils, including disabled pupils and those who have special educational needs, make satisfactory progress in their learning. Attainment in this small school varies from year to year and ranges from well-above average to below average. Pupils’ achievement is satisfactory, however, given their different starting points in the Reception class.
- Pupils enjoy school life, their behaviour is satisfactory and their attendance is above average thanks to successful school actions to improve attendance. Pupils report that they feel safe.
- The satisfactory quality of teaching and the curriculum enable pupils to make satisfactory progress. Examples of good and outstanding teaching demonstrate very clearly how pupils can achieve exceptionally well if they are challenged, engaged and motivated. Typically, however, the quality of teaching is not as successful in challenging pupils to make better than satisfactory progress.
- Leadership and management are satisfactory. The quality of teaching and the achievement of pupils are beginning to improve because of the rigour with which the headteacher is monitoring performance and planning the professional development of staff.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise the attainment of all pupils in mathematics, and of boys in Key Stage 2 in English and mathematics, by July 2013 through:
 - focusing more on improving pupils' basic skills in English and mathematics, particularly mental mathematics and spelling, punctuation and grammar
 - further developing the curriculum to ensure that basic skills are taught in many subjects.
- Ensure that most teaching is consistently good or better by:
 - matching activities to the varying abilities and interests of pupils in the mixed-aged classes so that individual pupils achieve as well as they can
 - reducing the length of teacher talk in order to enliven learning and develop pupils' independence and involvement.
- Improve the effectiveness of the Early Years Foundation Stage by:
 - establishing more effective day-to-day routines to ensure the smooth running of learning activities
 - providing more opportunities and resources for children to develop their skills outdoors.

Main Report

Achievement of pupils

Children are welcomed to school life in the Early Years Foundation Stage. They particularly enjoy activities that are linked to their own experiences and relish role-playing as farmers on toy tractors and in creating what they described as 'ploughed fields' in the sand pit. Children feel safe and their parents and carers agree. Children make satisfactory progress from their very varied starting points. Their curiosity and desire to learn are encouraged by a range of activities indoors, such as story-telling, number games and computers. Learning outdoors is not as well developed because resources are limited and there are fewer activities to engage the children's interest and enthusiasm. Reading, early writing and number skills are improving because it is a school focus. Apart from their literacy and numeracy lessons, all children, as well as pupils in Years 1 to 6, spend an additional 15 minutes each day reading, practising their writing and developing their mathematical skills. As a result, basic skills are seen as being very important and enjoyed across the school. Parents and carers consider that their children achieve well but this does not fully match inspection findings.

Pupils' attainment overall is broadly in line with the average and this reflects a wide range of abilities in the different year groups. For example, the attainment of Year 6 pupils is below average while in Year 5 it is significantly above average. Progress is consistent, however, and pupils make satisfactory progress from their varying starting points. Efficient identification of disabled pupils and those who have special educational needs leads to mostly challenging and sensitive support and consequently, these pupils achieve in line with their peers.

Pupils' reading skills are well developed and above average by the end of Year 2 because of the success of actions to develop resources and engage pupils' interests, particularly in

providing texts and computer programs to engage the interests of boys. In a good lesson in lower Key Stage 2, for example, pupils relished reading aloud and talking about their chosen reading. Nevertheless, pupils' reading skills vary. In the current Year 6 they are below average but they are consistently higher in other year groups. In most years, attainment in reading at the end of Year 6 is above average. Pupils' writing skills are improving but slightly lag behind their reading ability because of some weaknesses in spelling, punctuation and sentence construction. Pupils thoroughly enjoy the new computerised mathematical scheme used by the school to improve their mathematical skills. This is particularly useful in improving the attainment of boys. They learn quickly because they can apply their computer skills to problem solving on the computer, for instance devising budgets for small businesses. Learning slows at times because pupils' knowledge of times tables and their mental arithmetic are inconsistent.

Pupils particularly enjoy art and design, and information and communication technology (ICT) lessons. An explanation of 'Claymation' by pupils to the inspector vividly portrayed the way pupils used clay, computer graphics and their independent research to produce a short film to present to younger pupils. Many pupils play a musical instrument and are proud of their expertise.

Quality of teaching

Satisfactory teaching in the Reception class develops children's interests, particularly in the attractive indoor classroom. They enjoy developing their independence, especially when they are very clear about what is expected from them, and day-to-day routines are clearly established to ensure the smooth running of activities. However, these good routines are not always evident. Teaching in Years 1 to 6 is satisfactory overall and reflects a range of teaching quality. In an outstanding lesson involving pupils in Years 3 to 6, for instance, the emphasis on improving pupils' ICT skills helped to narrow the gap between the attainment of boys and girls and in mathematics. This is because the teacher had the highest expectations of pupils' capabilities and challenged them to apply their basic skills to produce high-quality PowerPoint presentations. Pupils worked independently and also cooperatively in groups to reflect and discuss what they had learned. This cooperation and their keen sense of right and wrong help to develop their spiritual, social, cultural and moral development.

The vast majority of parents and carers believe that the quality of teaching is good. Overall, it is satisfactory because challenge for individual pupils is inconsistent and opportunities are missed to improve pupils' basic skills and accelerate their progress across many subjects. The curriculum has been designed to be more enjoyable and this is succeeding in engaging pupils' interests and improving the quality of their work. Support staff are used satisfactorily to help the learning of disabled pupils and those with special educational needs. Pupils are often challenged and supported well whether in the classroom or in small group and individual sessions. This is inconsistent, however, especially when support staff have not been involved in planning the lesson or when teachers talk to the whole class for too long.

Behaviour and safety of pupils

Children in the Reception class and pupils in Years 1 to 6 welcome visitors courteously and kindly. Reception-aged children learn to play happily together and are kept safe in a secure and reassuring setting. Most pupils report that behaviour is typically good and the vast majority of parents and carers consider that behaviour is good. Inspection evidence

indicates that behaviour is satisfactory overall and typically, pupils are sociable and polite. There have been no exclusions in recent years and any incidents of poor behaviour are logged and acted upon efficiently. Pupils enjoy learning, especially when it is matched to their abilities. Behaviour is not as positive in the playground at break times because there have been few opportunities to play organised games or take part in activities. This has begun to improve and older pupils, called 'Pals', are proud to take on responsibilities to organise and manage some activities.

Assemblies have a strong impact on pupils' personal development and pupils look forward to them. This is because they are involved in presenting them and all pupils come together in a spirit of celebration whether singing hymns or receiving awards. Effective partnerships with local schools and churches as well as pupils' involvement in the school and local community deepen their spiritual, moral, social and cultural development. Opportunities for pupils to understand and appreciate people from backgrounds other than their own are developing because of the school's partnership with a school with a more diverse intake. Pupils say they know how to keep themselves safe and are confident that all types of bullying, although rare, will be dealt with effectively. There have been no records of racist incidents in the last three years.

Leadership and management

Senior leaders and the governing body have a detailed understanding of their school and realistic plans to move it further forward. Parents and carers agree that this is the case. The new headteacher has been rigorous in her challenge and support for staff to help them to improve the quality of teaching and the school's performance. Nevertheless, the school recognises inconsistencies in the quality of teaching and is determined to improve pupils' progress and raise their attainment. Leadership in the Early Years Foundation Stage is satisfactory because of appropriate planning and willing teamwork. The governing body is committed to and effective in its role of safeguarding pupils and arrangements are thorough and effective. Members of the governing body are involved in school life and are increasingly challenging the school's performance. All leaders and the governing body are successful in tackling discrimination and ensuring equality of opportunity. Gaps in pupils' performance in mathematics and for boys have begun to narrow. The curriculum is mostly matched to pupils' needs and carefully planned to develop pupils' spiritual, moral, social and cultural development.

The school's capacity to improve further is satisfactory. This is because leaders have acted effectively on areas for improvement in the previous inspection. Consequently, pupils' attainment has risen, especially in reading and writing. Pupils' above-average attendance reflects the school's commitment to increase engagement with parents and carers who comment favourably overall about their involvement in school life.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



15 March 2012

Dear Pupils

**Inspection of Tarleton Mere Brow Church of England Primary School,
Preston, PR4 6JX**

Thank you for making me so welcome when I inspected your school recently. I would especially like to thank the pupils who met with me and those who gave me such a helpful tour of the school. You were all very welcoming and you have left me with fond memories of my time with you. Your attendance is good and has improved a lot. You enjoy coming to school and you think that it has improved recently. Children in the Reception class are welcomed into school and make satisfactory progress. I would like them to have more opportunity to play and learn outdoors. You help to look after them and they look up to you. Well done!

Yours is a satisfactory school and you make satisfactory progress in your work. You do your best work in reading and writing. I would like boys to improve their work more. I would also like you all to improve your standards in mathematics. Teaching at your school is satisfactory and I have asked your school to make your lessons as good as the best lessons I observed. I want each one of you to be encouraged to achieve the best you can and to take a very active part in your learning. I also want you to have the chance to practise your skills in ICT, mathematics and English in lots of your other subjects. You can play a part in improving your school because you are more and more involved in jobs around school.

I wish all of you the very best for your future.

Yours sincerely

Marie Cordey
Lead inspector

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