

Brindle Gregson Lane Primary School

Inspection report

Unique Reference Number	119203
Local Authority	Lancashire
Inspection number	358514
Inspection dates	16–17 May 2011
Reporting inspector	Diane Auton

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	205
Appropriate authority	The governing body
Chair	Mr David Foster
Headteacher	Mr Christopher Hackett
Date of previous school inspection	16 January 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 12 lessons and observed eight teachers. They held meetings with members of the governing body, staff, groups of pupils and parents and carers. They observed the school's work and looked at a range of documentation, including pupils' progress and attainment data, the school's planning documents, policies, procedures and records. They reviewed information provided by parents and carers in 133 completed questionnaires. They also took into account the views pupils and staff expressed in the questionnaires they returned.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The rate and continuity of the progress pupils are making across the school, especially in mathematics, and whether expectations for progress are high enough to ensure that all pupils are challenged appropriately.
- Consistency in the quality of provision across Key Stages 1 and 2, especially in mathematics.

Information about the school

The school is similar in size to most other primary schools. It serves a residential district. The proportion of pupils known to be eligible for free school meals is below average. The proportion with special educational needs and/or difficulties is also below average. Most pupils are of White British heritage, with a very small proportion from other heritages. Since its last inspection, the school has achieved the ICT Mark, the Basic Skills Quality Mark, an International School Award (foundation level) and the local authority's PE Mark. A before- and after-school club is operated each day on the school premises by independent providers. The club is subject to separate inspection by Ofsted.

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

This is a good school. The good standard of education it provides for its pupils is valued highly by parents and carers. Pupils are happy and very secure: they enjoy all school activities, they make good progress and they achieve well.

Most children's skills on entry to school are in line with expectations for their age. The Early Years Foundation Stage gets their education off to an excellent start and they progress well through the school. Overall attainment at the end of Key Stage 2 has consistently been above average for the past four years. Pupils' attainment in mathematics has been slightly lower than in English during this period, but, as the result of actions taken by the school, standards in mathematics are rising rapidly in all of the year groups. Effective support is provided for pupils who have special educational needs and/or disabilities and this enables them to make the same good progress as their peers and to be included in all aspects of school life.

Pastoral care is good and pupils play their part in ensuring this, with older children taking on responsibilities around the school, including acting as buddies to younger ones. Pupils have an exceptional understanding of safety issues and they and their parents and carers strongly agree that school is a place of safety. Excellent attendance and punctuality testify to effective partnerships between home and school.

The overall quality of teaching seen during the inspection was good, with some outstanding elements. In a minority of lessons where teaching was satisfactory, rather than good, the pace of learning was slow. Pupils' progress is reviewed each term and the information gained from this is used well by staff to plan provision and support. The school has high expectations for each pupil's progress in reading, writing and mathematics during the year, but these are not set out precisely enough. This means that leaders' overview of progress from one term to the next is not as sharp as it might be.

The headteacher, supported by an effective deputy headteacher and knowledgeable governors, has created a strong team ethos and there is a concerted drive for continuous improvement. Self-evaluation is largely accurate, based on regular monitoring and effective assessment procedures. All of this, together with good leadership and the skills and talents of the staff, demonstrates that the school has good capacity to continue to improve.

What does the school need to do to improve further?

- Reinforce the ongoing drive to raise pupils' overall attainment and further accelerate the rate of their progress by:

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- setting out more precisely how much progress every pupil is expected to make each term, in order to increase the effectiveness of the school's procedures for tracking pupils' progress
- ensuring that teaching is consistently good or better and that the pace of learning is appropriate to the needs of pupils in all lessons.

Outcomes for individuals and groups of pupils

2

Pupils are responsive and alert in lessons and they show interest in their work. They enjoy sharing and developing their ideas together, when working with a partner or in a group. They concentrate and complete their work conscientiously. Overall attainment is above average and pupils enjoy their lessons and achieve well. In recent years, fewer pupils reached the higher level in mathematics than in English at the end of Key Stage 2. As a result of actions taken to improve provision in mathematics, the gap between the subjects has narrowed and attainment in mathematics is improving rapidly, with more pupils across the school working at above average levels for their age. Assessment data, pupils' current work and evidence seen in lessons all show that pupils in every year group are making good progress in reading, writing and mathematics. Progress is particularly good in writing, with standards rising well and older pupils, especially, producing some high quality work.

Pupils show an excellent understanding of issues around personal safety. They form positive relationships with each other and with the adults in school and they say they are very confident that help is on hand if they encounter any problems. Pupils have a good understanding of how to keep themselves healthy and they participate enthusiastically in the range of activities provided to support their health, fitness and well-being. They enjoy taking responsibility, for example, as active school councillors. They are enthusiastic fund-raisers for charities at home and abroad. All of this, together with their good basic skills, contributes to preparing them well for the next stages in their education. Pupils show a good understanding of the sound moral values the school promotes and this is reflected in their good behaviour and positive attitudes. Attendance is high, which shows that pupils enjoy what they do and are keen to come to school.

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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	1
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Good teaching is contributing effectively to pupils' learning and progress and to their personal development. Lessons are planned well to take the range of learners' needs into account. The pace of learning is usually brisk and this is helping pupils to make good progress in the majority of lessons. In the small number of less effective lessons seen, the pace of learning was slower and so progress was not as rapid. Regular assessment means that class teachers have an overview of progress and this helps them identify where extra support is needed. Teaching assistants help to support pupils' learning effectively, especially those who have additional needs.

The curriculum promotes pupils' learning and personal development well. A review of mathematics has strengthened provision in that subject and this is contributing well to improving pupils' progress and attainment. Pupils enjoy an increasing number of opportunities to practise and develop their basic skills, especially in writing and in information and communication technology, through work across the range of subjects. Topics and themes which are relevant for pupils are helping to make learning interesting. The curriculum is enriched by opportunities for pupils to develop skills in sports and the arts and to learn a modern foreign language. A range of visitors and visits helps to promote pupils' personal, social, health and citizenship education. Good support for pupils with special educational needs and/or disabilities ensures they enjoy full access to learning and are included in everything on offer.

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Pastoral care is good and the school works sensitively to support its more vulnerable pupils and their families. Attendance and punctuality are promoted extremely effectively. Good links with local high schools benefit pupils at transition. The school collaborates well with a range of agencies that support pupils' health, welfare, social and learning needs.

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	2

How effective are leadership and management?

Staff and governors share the headteacher's commitment to continuous school improvement and his ambition to achieve the best possible outcomes for pupils. The supportive governing body is an effective critical friend to the school. Subject leaders are contributing increasingly to ensuring the quality of provision and to helping to drive improvement initiatives forward. The school plans appropriate actions for raising attainment and increasing progress and the information from termly progress reviews is used well to plan 'next steps' in provision. Pupils' progress is tracked and recorded carefully, although progress expectations for each pupil are not set out precisely enough and this reduces the clarity of leaders' overview.

Parents and carers appreciate all that is done to support their children's welfare. The governing body ensures that the school complies well with statutory requirements for safeguarding, health and safety and child protection through well-managed procedures and through ongoing review of their effectiveness. The school's inclusive ethos promotes good opportunities for pupils of all backgrounds and abilities to learn and develop well. The school's procedures for tackling discrimination are effective. The school contributes well to community cohesion through a range of partnerships and activities in and beyond its community and also through its developing international links.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding a mbition 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	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children make excellent progress and gain very positive attitudes, becoming happy, interested learners, so that, by the end of the Reception Year, most are working above the expected levels for their age. The quality of teaching is good and children are provided with a good balance between activities they choose for themselves and those led by adults. This supports the development of independence skills well. Opportunities are provided for children to learn through a wide range of play activities, both indoors and in the well-equipped outdoor area. Assessments are informed by evidence gathered through observations of the children in their activities and staff use this information well to help them plan the next steps in their learning.

The setting is effective in identifying and supporting children with additional learning needs. Children interact very well with each other and enjoy warm, trusting relationships with the caring staff; as a result, they grow in confidence, they are happy and secure and ready to learn. They settle quickly because induction procedures are sensitive and the staff establish the positive relationships with parents and carers that prevail throughout the school. The setting is led and managed extremely well and the staff team work together very effectively. Staff have created a stimulating and supportive learning environment. Provision is monitored regularly and this supports on-going improvements. Procedures to ensure children's welfare are good and meet all requirements.

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

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

A large majority of parents and carers responded to the questionnaire. Most of those who responded said they agree or strongly agree that they are happy with their children's experience at the school. This is in line with the inspection team's judgement on the school's good overall effectiveness. Several parents and carers commented on how eager their children are to come to school each day and on their confidence in the staff team. Others remarked on the good home-school communications, saying how they appreciate the fact that the school consults them regularly through questionnaires and meetings. A small number of parents and carers raised concerns about behaviour and the school's management of unacceptable behaviour. Inspectors discussed behaviour issues with a group of parents and carers and with pupils from across the age range, as well as observing behaviour in lessons and around the school. As a result of these investigations, the team found that pupils' behaviour is good and that it is managed well by the staff.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Brindle Gregson Lane Primary 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 133 completed questionnaires by the end of the on-site inspection. In total, there are 205 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	82	62	49	37	1	1	1	1
The school keeps my child safe	95	71	33	25	3	2	0	0
My school informs me about my child's progress	68	51	61	46	3	2	0	0
My child is making enough progress at this school	65	49	61	46	4	3	2	2
The teaching is good at this school	83	62	45	34	3	2	0	0
The school helps me to support my child's learning	75	56	52	39	4	3	0	0
The school helps my child to have a healthy lifestyle	77	58	54	41	2	2	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)	69	52	53	40	5	4	0	0
The school meets my child's particular needs	70	53	56	42	4	3	0	0
The school deals effectively with unacceptable behaviour	61	46	58	44	10	8	1	1
The school takes account of my suggestions and concerns	52	39	70	53	9	7	0	0
The school is led and managed effectively	73	55	54	41	2	2	1	1
Overall, I am happy with my child's experience at this school	82	62	48	36	3	2	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 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	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and 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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



18 May 2011

Dear Pupils

Inspection of Brindle Gregson Lane Primary School, Preston, PR5 0DR

Thank you for the warm welcome you gave the inspectors when we visited your school. As you know, we came to see how well the school is doing and how you are all getting on with your learning.

We found that Brindle Gregson Lane Primary is a good school and that it is a happy place for you to learn and grow together. Your education gets off to an excellent start in the Reception class and you continue to do well all through the school. Your attendance is excellent. You work hard in your lessons, you enjoy your work and you get on well with each other and with the grown-ups in school. They look after you well and this helps you to feel extremely safe and secure in school. You told us that the grown-ups in school are always ready to help if you have a problem.

Your teachers have been working hard to make learning interesting and fun and we could see how much you enjoy your topic work. They have also found effective ways to help you to do as well in mathematics as you do in English, and standards in mathematics are improving rapidly as a result.

These are some things I have asked the school's leaders to do to make your school even better.

- Set out exactly how much progress they expect each one of you to make each term in reading, writing and mathematics. This will help them to measure even more accurately how well you are all getting on.
- Make sure that teaching is always good or better.

You can help by continuing to do your best and by continuing to be happy learners.

With my very best wishes for the future,

Yours sincerely

Diane Auton

Lead inspector

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