

Bryning with Warton St Paul's Church of England Primary School

Inspection report

Unique Reference Number	119547
Local Authority	Lancashire
Inspection number	358579
Inspection dates	6–7 July 2011
Reporting inspector	Andrew Morley

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	152
Appropriate authority	The governing body
Chair	Rev Mike Hartley
Headteacher	Mrs Elizabeth Morey
Date of previous school inspection	5 February 2008
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Introduction

This inspection was carried out by three additional inspectors. Inspectors observed fourteen lessons and eight teachers. Meetings were held with a range of senior leaders, members of the governing body and with pupils. The inspectors observed the school's work and scrutinised a range of documentation, including the school's development plan, reports from the School Improvement Partner, teachers' planning and pupils' work. The inspectors scrutinised 45 questionnaires returned from parents and carers and questionnaires completed by pupils.

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

- The current rates of progress of the pupils, given their starting points.
- The effectiveness of leaders and managers at all levels in ensuring that assessment practice is promoting pupils' achievement.
- How effectively the quality of teaching is ensuring that pupils of all abilities achieve in line with their capabilities.
- The effectiveness of the school's strategy to improve writing for all pupils.
- How well the curriculum meets the needs of all pupils and the extent to which it is helping to drive improvement in basic skills.

Information about the school

Bryning with Warton St Paul's Church of England Primary School is smaller than the average-size primary school. Most pupils are of White British heritage and there is a very small minority at an early stage of speaking English as an additional language. The proportion of pupils with special educational needs and/or disabilities is below the national average. An average proportion of pupils are known to be eligible for free school meals. The school has had a higher than average proportion of pupils joining and leaving other than at the usual admission and transfer times. The school holds a number of awards, including National Healthy School Status.

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 perceptive and determined leadership of the headteacher has been central to the good improvement since the last inspection. Ably supported by the two deputy headteachers, the headteacher has overseen a range of initiatives that have accelerated pupils' progress, raised attainment and improved the quality of teaching and the effectiveness of leadership and management.

Children generally enter the Early Years Foundation Stage with skills that are below those expected for their age, particularly in communication, language and literacy. Throughout the rest of the school, all groups of pupils make good progress and achieve well to reach broadly average attainment by the time they leave Year 6. Since 2009, there has been a marked improvement in pupils' progress and attainment has risen since the last inspection.

Teaching in Key Stages 1 and 2 is good and promotes pupils' progress well. In a few lessons, however, teaching lacks pace and for a minority of pupils their interest and progress dips as a result. Pupils show good engagement and are committed to their learning, but have limited opportunities to develop independent learning skills. Provision in the Early Years Foundation Stage is satisfactory, but is improving. Throughout the school, assessment systems have improved since the previous inspection and are now used consistently well, for example, to match work to pupils' needs and in providing them with advice about their performance and how they can improve it. The relatively new skills-based curriculum, which is delivered through a topic-based approach, is having a positive impact on pupils' motivation to learn. Pupils spoke with great enthusiasm about the 'super learning weeks' and were very appreciative of the excellent range of additional enrichment activities, which they attend well.

Classrooms provide a very caring and secure environment for the pupils to learn in, with good support provided by teaching assistants, particularly for pupils with special educational needs and/or disabilities. This ensures that these pupils make the same good progress as their peers. Pupils behave well and have good relationships with their classmates, teachers and support staff. Attendance is broadly average, but the school recognises that the persistent absence of a small number of pupils has a negative impact on their achievement.

The school knows itself well. Good self-evaluation processes provide school leaders with an accurate view of school performance and guide action for improvement. While some members of the governing body are aware of the school's strengths and areas for development this is not the case for all members. Although governance is satisfactory, this weakness limits the governing body's effectiveness in meeting their responsibilities of challenging and supporting the school. Overall, the school has improved well since the last

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inspection and, despite the school's success leaders are not complacent and know there is more to do. This demonstrates that there is good capacity for further improvement.

What does the school need to do to improve further?

- Build on work currently underway to raise pupils' achievement further by ensuring that:
 - teaching and learning in all lessons proceeds at a good pace
 - all pupils develop independent learning skills and take more responsibility for aspects of their own learning
 - the small pockets of persistent absence are eliminated.
- Improve the quality of provision and children's progress in the Early Years Foundation Stage by:
 - continuing to increase the knowledge and expertise of the staff team
 - ensuring that the quality of outdoor provision promotes good quality learning.
- Ensure the wider involvement of all members of the governing body in their responsibility for holding the school leadership to account by delegating precise responsibilities to individual members.

Outcomes for individuals and groups of pupils

2

Pupils enjoy their lessons, are keen to learn and achieve well. They cooperate well when working in pairs or a group. Pupils are set, and show understanding and commitment to, learning targets. Equally they show good concentration and are able to engage in activities for lengthy periods. They learn and practise skills well and, whilst at an early stage, are beginning to show more independence and responsibility for their own learning. From starting points that are generally below those expected, children in the Early Years Foundation Stage make satisfactory progress. In Key Stages 1 and 2, progress is good and pupils reach average standards by the end of Year 6. There has been an improvement in attainment in literacy and numeracy across the school since the previous inspection, particularly in writing. The school has focused on a more creative approach to the development of writing and this has paid off. For example, Year 4 pupils appreciated the opportunity to write diary extracts using their history topic on the Tudors as the stimulus. Outcomes at the end of the lesson indicated that all pupils had made good progress in both history and writing skills.

Pupils' behaviour is good in lessons and around school at breaks and lunchtimes.

They articulate well that they feel safe in school and they have a keen understanding of what constitutes unsafe situations, including the dangers of using the internet. Pupils have very good knowledge of how to live a healthy lifestyle, such as eating a healthy diet and taking regular exercise. Their uptake of after-school sporting activities is high, reflecting their enjoyment and enthusiasm. Pupils are proud of and committed to their school community. They enthusiastically take on responsibilities to improve the school and are keen to become members of the school council to influence this. They engage in a variety of responsibilities, for example, supporting younger children in their play. Most pupils attend well, but attendance is only average because there is a small minority of pupils who

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do not come to school as regularly as they should. Pupils' spiritual, moral, social and cultural development is good and the spiritual aspect is particularly strong. Pupils have a good awareness of right and wrong. Their appreciation and understanding of cultures other than their own is secure but not enhanced by first hand experiences.

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	3
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	2
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	3
Taking into account:	
Pupils' attendance ¹	3
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?

Teaching is consistently good in Key Stages 1 and 2. Teachers' good subject knowledge, detailed planning and good use of resources, such as electronic whiteboards, are key strengths. In the best lessons, teaching progresses at a brisk pace, teachers link different subjects well to make learning more meaningful and provide many opportunities for pupils to work collaboratively. Learning is well organised and supported by challenging questioning, which allows the pupils the time to think deeply about the subject they are engaged in. Occasionally, in less effective lessons, the pace of learning is too slow and limits pupils' progress.

Teachers develop pupils' learning skills effectively overall, but opportunities for independent learning could be more consistent. Pupils' good behaviour is promoted well by teachers. This and pupils' enjoyment of their work makes a positive contribution to their learning. For example, Year 6 pupils were very skilled in the protocols of 'hot seating' which contributed greatly to their good progress in one lesson. Teaching assistants are used well to support individual pupils and small groups. As a result, pupils, including those

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with special educational needs and/or disabilities, are helped to understand and make valuable contributions to discussions. Assessment has improved significantly since the previous inspection. Teachers know where each pupil is in their learning and this is used well to plan future work and inform pupils about their performance.

The new skills-based curriculum is having a positive impact on pupils' enjoyment of learning, their academic progress and personal development. Through their topic work pupils have opportunities to see links between subjects, which makes learning more meaningful. Great care is taken to ensure that the core skills of literacy and numeracy are provided for in topics so that these are promoted throughout the curriculum.

Care, guidance and support are good. The pupils are very aware of the excellent personal care that staff provide. As one pupil said, 'Our teachers are very caring and it is very easy to tell them things; we can trust them'. Transition arrangements are comprehensive at each phase within the school, with effective assessment providing clarity of pupils' learning needs. There are good links with the local secondary schools which ensure pupils move securely to their next development stage. Links with outside agencies effectively promote the learning and well-being of pupils facing challenging circumstances, particularly those with special educational needs and/or disabilities. The school is aware that its attendance strategy is not helping to improve the attendance of persistent absentees as well as it should.

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?

Leaders and managers drive improvement well by inspiring and guiding staff to focus on the most important areas for development. As a result, staff share a common vision for taking the school forward and have a common understanding of the need to continue to raise standards. The two deputy headteachers have played a key role in supporting the headteacher in ensuring that monitoring and evaluation of classroom practice has resulted in better teaching and learning and improving provision in the Early Years Foundation Stage. The governing body fulfil all statutory responsibilities and the Chair of the Governing Body sets a good example by his presence and involvement in the school. However, the wider governing body do not have specific involvement in holding the school leaders to account. The promotion of equality of opportunity is good and no form of discrimination is tolerated. Leaders have worked hard to provide systematic and consistent measuring and analysis of the performance of all pupils. This has ensured that all pupil groups receive equitable provision and support.

The school has effective strategies and procedures to ensure the safeguarding and

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welfare of pupils. The school's partnership work, which includes a local cluster of schools and involvement with the National College for School Leadership, are at an early stage of development and are yet to have an impact on provision and pupils' outcomes. While the school is a harmonious community and pupils get on well with each other, community cohesion is only satisfactory. This is because community links beyond school, such as with schools from different socio-economic and cultural contexts are at an early stage of development. The school has worked effectively to improve communication and relationships with parents and carers since the last inspection. Parents and carers are now more helpfully involved in their children's learning and the work of the school.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition 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	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
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	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children enter the Early Years Foundation Stage with knowledge and skills below the expected level for children of their age. As a result of satisfactory teaching and a curriculum which provides a balance between activities chosen by children and those led by adults, children make satisfactory progress in all areas of learning.

Relationships are good and children work and play well together, taking turns and sharing equipment fairly. This was evident when a small group of children, as part of their exploration of the theme of journeys, showed enjoyment in their learning, behaved and cooperated very well in painting a rocket. Children are encouraged to use their own initiative, but the quality and organisation of outdoor provision limits opportunities for child-initiated learning, and social and emotional development.

Leadership and management of the Early Years Foundation Stage are at an early stage of development. The new leader, who is also the class teacher, has worked hard to gain a secure knowledge of early years practice. Working with an experienced teaching assistant they plan well together. Accurate and on-going assessment is a strength and this has had

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a positive impact on children's improved attainment and progress. Relationships with parents and carers are positive and they are kept regularly informed about their children's progress. Welfare arrangements are thorough, with all necessary steps being taken to ensure children's safety and well-being.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Thirty per cent of parents and carers responded to the questionnaire. All parents and carers who returned the questionnaires reflected that their children enjoy school and that the school keeps them safe. The majority feel that teaching is good and meets their children's particular needs. A small minority of parents and carers

expressed concerns about how the school deals with unacceptable behaviour and about how the school is led and managed. The inspection team followed up these concerns analysing a range of documentation and holding discussions with pupils and staff.

Inspectors judge that both the behaviour of the pupils and the school's management of behaviour are good, as is the quality of leadership and management.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bryning with Warton St Paul's Church of England 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 45 completed questionnaires by the end of the on-site inspection. In total, there are 152 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	25	56	20	44	0	0	0	0
The school keeps my child safe	21	47	19	42	4	9	0	0
My school informs me about my child's progress	18	40	22	49	1	2	3	7
My child is making enough progress at this school	21	47	20	44	1	2	1	2
The teaching is good at this school	21	47	20	44	2	4	0	0
The school helps me to support my child's learning	16	36	24	53	1	2	2	4
The school helps my child to have a healthy lifestyle	20	44	23	51	2	4	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)	18	40	24	53	2	4	1	2
The school meets my child's particular needs	19	42	21	47	2	4	1	2
The school deals effectively with unacceptable behaviour	12	27	22	49	7	16	2	4
The school takes account of my suggestions and concerns	14	31	19	42	7	16	2	4
The school is led and managed effectively	12	27	22	49	5	11	4	9
Overall, I am happy with my child's experience at this school	20	44	22	49	1	2	1	2

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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.



8 July 2011

Dear Pupils

Inspection of Bryning with Warton St Paul's Church of England Primary School, Preston, PR4 1AH

Thank you for the friendly welcome you gave us and for being so polite and kind when we inspected your school.

The inspectors judged that your school is good and that you are making good progress, especially in your English and mathematics. Your teachers are working hard to help you in your learning and it was pleasing to see the improvement that you have made in your writing, and that you are enjoying doing your topic work. Your behaviour in class is good and you play well together. We really liked the way in which the older children cared for and helped look after the younger ones. Having lunch with you was very pleasant and it is good that you are adopting a healthy lifestyle. You know how to stay safe and help keep your friends safe. Many of you told us how much your teachers care about you and listen to your views.

Your headteacher, staff and the governing body are working hard to help you do even better. To help them in this we have asked them to:

- build on your good achievement by ensuring that your learning in all lessons moves on at a brisk pace and that you have more opportunities to be independent learners
- ensure that the children in the Early Years Foundation Stage are helped to learn even better, for example when outdoors
- ensure that all members of the governing body are fully involved in understanding the school's work.

Once again, thank you for making us so welcome. All of you are a credit to your school. Keep being kind to each other; help your teachers and work hard to make your school even better.

Yours sincerely

Andrew Morley

Lead inspector

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