

Brereton CofE Primary School

School Lane, Brereton Green, Sandbach, CW11 1RN

Inspection dates 20–21 November 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Most pupils make good progress in reading, writing and mathematics.
- Standards in writing and mathematics are high and in reading they are above average. Since the last inspection high standards in English and mathematics have been maintained. Pupils' handwriting is outstanding.
- Pupils say they enjoy their reading. They read fluently and with understanding. Those who have fallen behind are given effective help to catch up.
- Teaching and learning are good across the school and some teaching is outstanding. Teachers deliver lessons that capture pupils' interest and help them to learn well.
- Pupils enjoy being in school. They feel very safe, well looked after and have very good relationships with each other and with adults in the school. Their behaviour is good. They take on responsibilities with enthusiasm, are keen to learn and are very proud of their achievements.
- The headteacher, strongly supported by the senior leadership team and the governing body, provides very clear direction, focused on improving teaching and learning and based upon a thorough and accurate analysis of the school's work.

It is not yet an outstanding school because

- The quality of teaching is not yet consistently outstanding.
- In some lessons, the progress of the less-able pupils slows when the text within instruction worksheets is too difficult for them to read without adult support.
- Opportunities are sometimes missed for pupils to solve problems by working as a group without the support of the teacher.
- The quality of marking is not consistent across the school; some pupils in Key Stage 2 are not always given the guidance they need to improve the quality of their writing, particularly their spelling.
- The arrangements for teaching reading do not always meet the needs of groups of different ability accurately enough.

Information about this inspection

- Inspectors observed 20 lessons, of which five were joint observations with senior leaders. These included a number of short visits to lessons conducted by teachers and trained assistants.
- Meetings were held with two groups of pupils, parents, members of the governing body, a representative of the local authority and school staff, including middle and senior managers.
- Inspectors took account of 39 responses to the online questionnaire (Parent View) and some written comments from parents.
- The inspectors observed the school's work and looked at a number of documents, including the school's own data on pupils' current progress, planning and monitoring documentation, records relating to behaviour and attendance and documents relating to safeguarding.

Inspection team

Judith Tolley, Lead inspector

Additional Inspector

Kathleen Yates

Additional Inspector

Full report

Information about this school

- Brereton is a smaller than average-sized primary school. Since the last inspection the number of pupils on roll has increased significantly.
- Pupils are predominantly of White British heritage. The proportion of pupils from minority ethnic groups is lower than average as is the proportion of pupils who speak English as an additional language.
- The proportion of pupils supported through school action, school action plus or with a statement of special educational needs is below average, although this varies from year to year.
- The proportion of pupils known to be eligible for the pupil premium is below average.
- The school meets the government's current floor standard, which is the minimum expected for pupils' attainment and progress.
- The school has a number of awards including Healthy School Award.

What does the school need to do to improve further?

- Improve the quality of teaching in Key Stage 2 so that it becomes outstanding by:
 - ensuring that the less-able pupils can read the instruction worksheets given to them so that they can complete tasks without extra help from their teacher
 - providing more opportunities for pupils to work collaboratively to solve problems and use their initiative in lessons
 - ensuring pupils in Key Stage 2 are always given good written guidance in all subjects about how to improve their writing, particularly their spelling.
- Further accelerate pupils' progress in reading, by reviewing the arrangements for teaching letters and sounds and guided reading sessions, to meet the needs of different ability groups.

Inspection judgements

The achievement of pupils

is good

- Standards in English and mathematics are well above the national average. Since the previous inspection, standards have risen year on year and continue to rise. The proportion of pupils who make more than expected progress from their starting points compares very favourably with national figures.
- Most children join the school with broadly average skills for their age. They make good progress in the Early Years Foundation Stage, particularly in developing their communication and personal and social skills. They enter Year 1 confident and enthusiastic learners, ready to access the Key Stage 1 curriculum.
- Pupils make outstanding progress in Key Stage 1. Standards by the end of Year 2 have risen and are now well above the national average.
- The pupil premium funding is used effectively and gaps between how well different groups are doing have closed. Pupils who have special educational needs are helped through a range of well-tailored intervention programmes and extra support in class. As a result, these pupils successfully take part in activities alongside their classmates and also make good progress from their starting points. The school promotes equality of opportunity well.
- Most pupils make good, and some outstanding, progress as they move through the school. By the end of Year 6, standards are well above the national average in writing and mathematics and above average in reading. They read a variety of texts fluently and with understanding and write for a variety of purposes and audiences. The standard of their handwriting is very high but the overall quality of their writing is hampered by errors in spelling.
- Although the less-able pupils make good progress overall, the pace of their learning sometimes slows because the instruction worksheets provided for them are too difficult for them to read without extra help.
- Pupils' progress in reading is not yet outstanding because they are taught in large groups which contain a wide ability range. Activities are not always well enough matched to pupils' needs so that some pupils find tasks too difficult or too easy.

The quality of teaching

is good

- The quality of teaching over time is good and leads to pupils' good progress. The quality of teaching and learning in Key Stage 1 is outstanding and enables pupils to make outstanding progress.
- Teachers present new ideas clearly and plan activities which capture pupils' interest. Information and communication technology is used effectively by teachers and pupils to clarify ideas and to enable pupils to consolidate and extend their learning. For example, children in Reception used computers to practise their recognition of different letters and sounds.
- Teachers and teaching assistants work very effectively together to plan lessons so that no time is lost in organising groups. In a Year 5 and 6 lesson, for instance, the teacher and teaching assistant brought the main characters in Tennyson's poem *The Lady of Shalott* vividly to life through drama. Pupils were enthralled and, as a result, keen to explore the feelings of the characters further in their own role plays. Both teachers and teaching assistants use questioning very effectively to support and extend pupils' thinking.
- Teachers do not always consider carefully enough whether the less-able pupils will be able to read written instructions.
- Pupils often make the best progress when they are given the opportunity to work with a partner or in small groups to explore ideas and solve problems. If they discuss their ideas with a partner their confidence increases and they are keen to share their ideas with the rest of the class. In a Year 1 mathematics lesson, for instance, pupils worked together enthusiastically to determine which toys they could buy and keep within their budget and explained their choices clearly to the class. Some Year 4 pupils were confident in finding out about Viking jewellery from a range of

reference books so that their class could produce their own designs. Year 5 and 6 pupils used their mathematics skills confidently to determine exact measurements for the Victorian hats they were making. However, when teaching is good rather than outstanding, opportunities are sometimes missed to promote pupils' enjoyment and independence as learners in this way.

- Although marking is regular, it does not always give pupils clear enough guidance about how to improve the quality of their writing, especially in subjects other than English. In particular, spelling errors are not always corrected so that pupils continue to make the same mistakes.

The behaviour and safety of pupils are good

- Pupils' behaviour is good. Scrutiny of behavioural records and discussions show this is also the case over time.
- Pupils are kind and considerate to each other and work and play very well together. They take responsibility very seriously and are proud of their contribution to the school through, for example, the school council and as playground leaders and buddies.
- Minor misbehaviour in lessons is very rare and pupils seize opportunities to work responsibly when given the opportunity to work on their own or in a small group.
- Pupils usually listen attentively to others and respect each other's views. They are keen to learn and usually display good levels of concentration and interest. On the few occasions when this is not the case it is because tasks are too difficult or too easy. They have very good relationships with adults, feel very safe and both pupils and parents are confident that any poor behaviour is dealt with promptly and effectively.
- Pupils are aware of the different forms of bullying that can take place and know how to deal with it; play leaders actively help their peers at break and lunchtimes. They know how to stay safe and have a good understanding of the importance of a healthy lifestyle.
- They speak with enthusiasm about their success in developing the path around the playground, improving the play facilities and about their links with a school in Kenya. Extra-curricular activities, including sport, are popular.
- The school has worked well with outside agencies and with parents to improve punctuality and attendance. Attendance rates have risen to above average and persistent absence has decreased over the last three years.

The leadership and management are good

- The leadership and management of the headteacher are good. She provides very clear direction based on an accurate evaluation of the school's work. Actions to raise standards and to accelerate progress across the school have proved successful since the previous inspection.
- The school has been very successful in maintaining high standards and its care for individuals during a period of rapid expansion. Issues identified in the previous report have been tackled successfully. The school is well-placed to improve further.
- The headteacher is strongly supported by the senior leadership team. School leaders are fully involved in procedures for checking and improving teaching and learning and in ensuring pupils can practise their skills through the topic-based curriculum. The headteacher makes the right decisions about teachers' movements up the salary scale on the basis of the quality of their teaching.
- Safeguarding meets government requirements. The school does all it can to keep its pupils safe.
- There are good links with the local high school and the local network of schools.
- The curriculum meets the needs and interests of the pupils well. Pupils talk enthusiastically about the topics they are studying and the trips to museums which deepen their understanding of, for example, the Vikings and the Victorians.
- The curriculum is adapted well for pupils with special educational needs, those who need extra help with their reading and those with behavioural difficulties. It is enriched by a variety of activities such as drama, French and music as well as a range of clubs and sporting activities,

visits and visitors. Pupils also benefit from specialist teaching in physical education.

- Pupils have frequent opportunities to reflect and appreciate their own skills and the skills of others, for example, through weekly assemblies. They examine their own emotions and empathise with others, for instance, in literacy and religious education. The practice of the whole school having lunch together is valued by pupils and they say they enjoy being able to get to know children from other classes. All of this is successful in increasing pupils' confidence and promotes their spiritual, moral, social and cultural development effectively.
- The local authority provides light touch support for this good school.
- **The governance of the school:**
 - The governing body has a good understanding of the strengths and areas which need to be improved. Governors are fully involved in monitoring the performance of the school. They are very supportive and well equipped to hold leaders to account, for instance, to ensure best use is made of the pupil premium funding.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	111332
Local authority	Cheshire East
Inspection number	403148

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	158
Appropriate authority	The governing body
Chair	Charlotte Proudlove
Headteacher	Susan Riley
Date of previous school inspection	13 May 2008
Telephone number	01270 685125
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