

# Bruche Community Primary School

Seymour Drive, Padgate, Warrington, WA1 3TT

**Inspection dates** 5–6 March 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- The quality of teaching requires improvement because it has not been good enough for long enough and pupils' achievement is inconsistent across the school.
- Teachers do not always have sufficiently high expectations of what their pupils can do.
- Too few pupils make expected and more than expected progress in English and more so in mathematics.
- Mathematical skills are not practised enough in other subjects or in problem-solving activities.
- In some lessons, teachers talk for too long and pupils are not given enough time to reflect on their learning.
- Pupils' progress information is not reliably used to plan lessons that challenge all pupils well enough.
- Teachers have not always been questioned carefully about the progress of pupils in their class.
- Middle leaders are not yet sufficiently involved in driving school improvement.
- There has not been enough time for the executive headteacher and other school leaders to put all of their plans into action or check the effectiveness of systems recently put in place.

### The school has the following strengths

- Teaching is improving and there is good and outstanding teaching across the school.
- Children get off to a good start in the Early Years Foundation Stage.
- The executive headteacher has the determination and experience to lead school improvement. She has the confidence of staff, governors and the local authority.
- Pupils feel safe at school, they behave well and show respect for adults and each other.
- Governors are knowledgeable about the school and committed to improving standards and providing a stable school.

## Information about this inspection

- Inspectors observed 12 lessons, one small group activity and listened to pupils reading.
- Meetings were held with groups of pupils, parents, members of the governing body, a local authority representative and school staff.
- The inspectors took account of 19 responses to the online questionnaire (Parent View).
- A range of documents were looked at, including the school's analysis of how well it is doing, the improvement plan, pupil progress information, checks on the quality of teaching, minutes of governing body meetings and records relating to behaviour, attendance and safeguarding. The inspectors also examined work in pupils' books.

## Inspection team

Louise Murphy, Lead inspector

Additional Inspector

Jennifer Lawrence

Additional Inspector

## Full report

### Information about this school

- This is a smaller than average sized primary school.
- The proportion of pupils known to be eligible for the pupil premium (additional funding provided for children in local authority care, those from services families and those known to be eligible for free school meals) is well below average, but increasing.
- The majority of pupils are from a White British heritage.
- The proportion of pupils supported at school action is slightly above average.
- The proportions of pupils supported at school action plus or who have a statement of special educational needs are slightly above average.
- The fourth headteacher in recent years resigned very recently and a local headteacher, who has been supporting the school part-time since October 2012 in a Local Leader of Education capacity, has stepped in as executive headteacher since 1 March 2013.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Improve the quality of teaching so that more pupils make expected and better than expected progress by:
  - making sure that teachers' explanations and introductions to lessons do not last too long and allow time for pupils to work things out for themselves and share their ideas
  - always using the information that the school has about pupils' attainment when planning lessons so that activities are not too easy or too difficult
  - raising teachers' expectations of what pupils can achieve and providing further opportunities to challenge all pupils
  - providing more opportunities for pupils to use numeracy skills in other subjects
  - regularly using basic mathematical skills to solve problems.
- Improve leadership and management by:
  - frequently checking that agreed actions are driving up standards
  - holding teachers more readily to account for the progress made by pupils in their class
  - developing the role of middle leaders in checking on the quality of teaching and pupil progress.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Children currently start school in the Nursery and Reception classes with skills and knowledge below those typically expected for their age. This is a change for the school as, prior to 2011, children started school at expected levels.
- The Early Years Foundation Stage is very well supported by a local authority consultant and school leaders are confident that assessment information is reliable. This indicates that pupils currently start Key Stage 1 slightly below national levels having made good progress relative to their starting point because of the good teaching in the Nursery and Reception classes.
- Pupils leave Year 6 with broadly average levels of attainment. However, the proportion of pupils making expected and better than expected progress in English and particularly in mathematics in 2012 was below national levels. Inspection evidence indicates that achievement requires improvement as the progress of pupils currently in school remains inconsistent.
- Most disabled pupils and those with special educational needs achieve as well as other pupils in school in English and mathematics. The executive headteacher has brought in experienced staff to develop systems to support pupils with any additional needs. There are now improved procedures in place to make sure that the work provided is more closely matched to learning needs.
- Children in the Reception class are developing a good grasp of how to link letters and sounds in order to work out what words say. Older pupils are encouraged to read at home every night and if they do not, they go to the reading room for 10 minutes to catch up on their reading. Attainment in reading is broadly average by the time pupils leave Year 6.
- In the 2012 national tests at the end of Year 6 the attainment of those eligible for pupil premium funding was well above similar pupils nationally in English and in mathematics. They were one year ahead of other pupils at school in English and two terms ahead in mathematics. The pupils' premium funding is being used to narrow the gaps between groups of pupils and this demonstrates the commitment of school leaders to equal opportunities for all pupils.

### The quality of teaching

### requires improvement

- There is some good and outstanding teaching across the school, and school information indicates that the quality of teaching is improving. However, teaching is variable and overall requires improvement because it is not yet good enough to make sure that pupils' progress is consistently good.
- In lessons that require improvement teachers often talk for too long. They ask pupils to talk to their partners but do not always give them enough time to say anything. As a result, pupils do not have the time to think carefully about what they are learning or talk it through with their peers to deepen their understanding.
- The executive headteacher has introduced a marking policy which provides guidance to pupils on improving their work and praises what they have done well. It is evident that some pupils are now responding to teacher comments and editing their work to make improvements.
- Some teachers do not expect enough from pupils, they accept minimal, poorly presented work and do not probe pupils' answers enough to accurately assess their level of understanding. Moreover, they do not always use the school's newly developed pupil progress information to plan lessons that meet the needs of all pupils in their class. Consequently, pupils are not always challenged well enough to produce their best work or learn as much as they can.
- An outstanding mathematics lesson had pupils working enthusiastically on solving padlock codes. Pupils used a range of mathematical skills including algebra and fractions to work out the number of the code. Pupils are not given enough opportunities to independently decide upon which skills to use to solve problems during mathematics lessons or to use mathematical skills in other subjects.

- Some teaching assistants support small group and one-to-one work effectively because they question pupils well. Others spend too long waiting for teachers to finish talking before they can support pupils.
- Systems are being introduced to support pupils who are not making expected progress; in some classes this will include those eligible for pupil premium funding and disabled pupils and those with special educational needs. This is to make sure that learning is at the correct level to help all pupils make good progress. However, it is too early to assess the impact of these actions.
- Pupils get off to a good start developing their reading skills. Reception class were looking for items that started with the letter 'p'. One child eager to collect as many objects as she could found a magnifying glass to help her look more carefully.

### **The behaviour and safety of pupils are good**

- Pupils are polite and courteous. During the inspection, they behaved well in most lessons and around the school, showing respect for each other and the adults around them. School records confirm that this is typical behaviour.
- Pupils feel safe in school and parents unanimously agree. Pupils are confident that staff care for them and know that if they had any problems an adult would listen to them and help them to sort out their issues.
- Though most pupils are keen to learn most of the time, some can become a little distracted when teachers talk for too long or activities do not challenge them sufficiently.
- The school council meets regularly and has the opportunity to report any concerns or good ideas directly to governors. Council members recently identified that there was congestion around doors during lunchtime; this was quickly resolved by allowing older pupils out of class a little earlier.
- Pupils understand the different forms that bullying can take including cyber-bullying and name calling.
- Pupils are proud of their fundraising efforts and regularly donate money to a range of charities. They also contribute to the environment by involving themselves in litter picks in the local park.
- Attendance is above average and most pupils arrive on time. This reflects how happy pupils are about coming to school because they are confident that they will learn something new and they really value spending time with their friends.

### **The leadership and management requires improvement**

- The executive headteacher has a clear view of the direction she wants the school to take; she also has the drive and experience to fulfil this ambition. She has quickly identified priorities that must be addressed to help raise standards. However, there has not yet been enough time to implement all planned actions or check that those actions already implemented are helping to improve pupil progress.
- The majority of parents who responded to the online questionnaire or who spoke to inspectors were concerned about the leadership and management of the school. School leaders are committed to providing a more stable learning environment for the future.
- The speed with which school leaders have put systems in place, garnered support from external agencies and formulated an appropriate development plan confirms that leaders are able to continue to make improvements.
- A staff coaching and training programme addressing school priorities and personal development requirements has been established and the quality of teaching is now being closely checked. Teachers have not always been questioned closely enough about the progress pupils have made in their class. However, school leaders including governors now understand very well that teachers' progression through pay scales must be closely linked with pupils' progress.

- Senior leaders know that they must develop the role of middle leaders. This is because middle leaders are not sufficiently involved in driving the quality of learning and teaching in their subjects and areas of responsibility.
  - Currently the school curriculum does not meet the needs of pupils as it does not help them to make enough progress in English and mathematics. However, it promotes pupils' spiritual, moral, social and cultural development well. Pupils can participate in a number of after school activities and residential visits. The school is an active member of the Warrington Primary Arts Network and pupils are preparing to play their samba drums for a public audience.
  - Pupil premium funding has been allocated largely to fund staffing costs and provide enrichment activities for pupils. School leaders, including governors, understand that they must make sure actions taken are helping pupils eligible for the funding. Gaps in attainment were narrowed between 2011 and 2012 in English and mathematics.
  - The local authority has provided a high level of support for the school by brokering the support of the executive headteacher, providing consultancy to the Early Years Foundation Stage and to governors.
  - **The governance of the school:**
    - The governing body are deeply committed to driving improvements. They know the strengths and priorities for the school well including the quality of teaching. Governors review data and recognise that pupils' achievement is uneven across school. The governing body meets statutory requirements including those for safeguarding and effective budgetary management. They participate in training and rigorously manage the performance of the headteacher.
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## 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

<b>Unique reference number</b>	133915
<b>Local authority</b>	Warrington
<b>Inspection number</b>	406552

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	201
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Gillian Sandon
<b>Headteacher</b>	Louise Smith
<b>Date of previous school inspection</b>	6 July 2011
<b>Telephone number</b>	01925 815772
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