

Clitheroe Brookside Primary School

Bright Street, Clitheroe, Lancashire, BB7 1NW

Inspection dates 2–3 April 2014

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.

- Pupils make good progress from their starting points so that they reach above average standards by the end of Year 6 in reading, writing and mathematics.
- Teaching is good and some is outstanding. Learning is well planned and includes a rich variety of activities.
- Teaching and learning in the Reception class are good so that children benefit from a strong start in their development.
- The school's curriculum is rich, vibrant and exciting. The spiritual, moral, social and cultural education of the pupils underpins everything it does.
- Pupils are proud of their school. They show respect to one another and to adults. They feel safe and their behaviour is good both in lessons and around the school.
- Disabled pupils and those with special educational needs make good progress. Individual pupils' needs are very well understood and skilled support is quickly put in place when necessary.
- Attendance is high. Pupils of all ages enjoy coming to school and like the topics they study.
- The school's leaders have been successful in raising achievement. They are taking effective actions to bring about further improvements.

It is not yet an outstanding school because

- The quality of teaching is not yet enabling pupils to make the best progress possible. Strengths in teaching in the school are not always shared among all teachers.
- On occasions work set for pupils does not challenge them enough.
- Pupils' spelling and grammar lets down the good, creative ideas that they write about.
- Governors do not hold school leaders fully to account for the improvement in the quality of teaching and the achievement of the pupils.

Information about this inspection

- Inspectors observed parts of 13 lessons; they also visited an assembly.
- Inspectors looked at pupils' work in their lessons and carried out a detailed scrutiny of their written work.
- Inspectors held meetings with groups of pupils, and talked with pupils in their lessons and around the school.
- Meetings were held with the headteacher, other staff with leadership responsibilities and seven members of the governing body. A discussion was held with the school's improvement consultant from the local authority.
- A variety of school documentation was examined, including records of current pupils' progress, self-evaluation summaries and improvements plans, behaviour and attendance logs, the sports premium action plan, minutes of governors' meetings and records relating to safeguarding and to the management of staff performance.
- Inspectors heard pupils read and talked with them about their reading.
- The inspector met informally with parents and carers at the beginning of the school day and took account of the 33 responses to the online questionnaire (Parent View). The responses to 19 staff questionnaires were also considered.

Inspection team

Andrew Morley, Lead inspector	Additional Inspector
Janet Keefe	Additional Inspector

Full report

Information about this school

- This is a smaller than average-sized primary school.
- Only a very small proportion of pupils are supported by the pupil premium. The pupil premium is additional government funding allocated to the school for pupils known to be eligible for free school meals, children of service families or those looked after by the local authority.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- A lower than average proportion of pupils speaks English as an additional language.
- Pupils are mainly classified as White British.
- In 2013, the school met the current government floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Improve the quality of teaching so that pupils make even faster progress by:
 - ensuring work set for pupils, particularly the more able, is consistently matched to their abilities in all lessons so that they are challenged to achieve their potential
 - taking every opportunity to develop spelling and grammar skills in all subjects
 - using the outstanding practice available in the school to support and develop all teaching.
- Improve the quality of leadership and management by:
 - ensuring governors are better informed and hold the school leadership to account for the continued improvement in teaching and learning, and the achievement of the pupils.

Inspection judgements

The achievement of pupils is good

- Most children start school with skills and knowledge that are broadly typical for their age. Children make good or better progress over time so that when pupils leave the school at the end of Year 6 their attainment is now above average.
- Children make good progress during the Early Years Foundation Stage because of individual support and well-chosen learning activities. The school's projections show that by the end of the Reception year children are reaching at least typically expected levels.
- Over the last few years, pupils in Years 1 and 2 have made good progress in reading, writing and mathematics so that they reach above average standards in all three by the end of Year 2.
- In the past, pupils' attainment at the end of Key Stage 2 has been average. However, there is now much improvement and the school's records and work seen in pupils' books show that pupils currently in Years 3 to 6 are making faster progress and that attainment is improving. 2013 published results show that by the end of Year 6 pupils' attainment was above average in reading, writing and mathematics.
- Achievement in reading is good. Pupils enjoy reading and read widely. Throughout the school pupils benefit from a structured programme of learning phonics (recognising the sounds letters make). The results of the Year 1 national screening check on phonics were below average in 2013 but the school's records indicate that since then there has been considerable improvement and standards are now average.
- Pupils' literacy is well developed in the various subjects that they study and writing has improved since the last inspection. Pupils write with imagination but there is not always sharp enough focus on the consistent and correct use of punctuation and grammar.
- There are too few pupils known to be eligible for pupil premium funding to comment on their attainment without identifying them. The school identifies their needs accurately and quickly puts in place effective support for their particular learning needs so that they achieve as well as other pupils.
- The progress of all pupils, including the most able, is looked at closely and those who fall behind the expected standard are given the help they need to catch up.
- Disabled pupils and those with special educational needs make good progress in both English and mathematics. This is because their individual needs are carefully analysed when they join the school and they benefit from appropriate skilled teaching.
- Achievement is not yet outstanding because all groups of pupils do not make as much progress as they could.

The quality of teaching is good

- The improvement of teaching is an important part of this school's success. Teaching has improved since the last inspection and the work that the pupils are producing is of a consistently good standard.
- Classrooms are lively, exciting places where teachers present activities in interesting ways. Relationships between adults and pupils are particularly strong and contribute greatly to good learning. Pupils want to succeed because they enjoy what they are doing.
- The good ratio of adults to pupils makes a strong contribution to good learning because pupils get the support they need. The work of the adults who support disabled pupils and those who have special educational needs is of high quality. These pupils are given just the right level of support to help them gain the confidence to achieve well.
- The teaching of reading has improved. In the Early Years Foundation Stage and Key Stage 1, phonics is taught systematically so that pupils quickly develop confidence to use their phonic skills to help them with their reading. This is built upon at Key Stage 2.

- Writing is an area that the school has worked hard to develop. Pupils are keen to write and do so with great imagination. However, the quality of grammar and punctuation is not at the same standard as the written content.
- The teaching of mathematics is good because pupils are given the opportunity to develop calculation skills and are given encouragement and opportunities to solve problems both in mathematics lessons and other subjects.
- In the Early Years Foundation Stage, adults work together well as a team and focus right from the start on developing children's early language, literacy and numeracy skills. They provide children with a wealth of rewarding experiences in an attractive indoor and outdoor learning environment.
- The quality of marking has improved since the previous inspection. Pupils are guided to the next steps in their learning and pupils know what they need to do to reach the next level.
- Sometimes learning is less effective because, on occasions, teachers do not have high enough expectations, particularly in what they demand of their most able pupils. Sometimes work is too easy and these pupils do not make as much progress as they could. Occasionally, additional activities provided are not always completed by pupils or followed up by the teacher to check if they are correct.

The behaviour and safety of pupils are good

- Pupils understand the importance of good attitudes and behaviour in their school life. There is a very positive ethos in and around the school and pupils conduct themselves well at different times of the school day; consequently, the behaviour of pupils is good. At times, it is exemplary.
- During playtimes and lunchtimes the older pupils take on a range of responsibilities. The play leaders are a real credit to the school. They set a good example and are very caring in their role to look after the younger children.
- Pupils are polite, courteous and friendly towards each other and to all adults. They show respect towards the feelings of others and show care and sensitivity towards those pupils who have additional difficulties or find behaving well difficult. Records show staff have been particularly successful when supporting a very small number of pupils with particular behavioural needs and their families.
- Bullying is extremely rare. Pupils have a very good understanding of what bullying is and what to do if it should occur. They say they would go to the 'nearest adult available' if they needed help. Incidents of poor behaviour are unusual and have been carefully logged and discussed with pupils and their parents.
- Pupils consistently respond well to instructions and requests and low-level disruption in lessons is not the norm. Just occasionally, if the pace of the lesson slows, pupils become less interested or get a bit fidgety and start to chat among themselves.
- The school's work to keep pupils safe and secure is outstanding. Parents are overwhelmingly in agreement that the school keeps their children safe. Pupils themselves know how to keep safe and say they feel safe in school. They are acutely aware of safety measures when using the internet, as well as how to keep safe carrying equipment and moving around the school.
- Parents who completed the online survey are unanimous in their view that the school makes sure its pupils are well behaved. This opinion is reinforced by the parents spoken to during the inspection.
- Attendance is consistently above average. Pupils' enjoyment of school is clearly evident from the time they arrive at school, happy to see their friends and teachers. Pupils do not want to miss the exciting range of topics and regular visits that the school offers and they are eager to take part.

The leadership and management are good

- School leaders work as a team and set high expectations for staff and pupils. They are committed to taking effective actions to raise pupils' attainment and standards of teaching.
- The management of teaching and its impact on learning is good. The school has developed effective systems to check the quality of teaching and uses the information well to ensure that teachers are provided with the training they require in order to improve their practice. Targets are set clearly and reviewed regularly. As a result, teaching and pupils' achievement have improved since the last inspection. However, there is outstanding practice in the school which, as yet, is not shared widely across the school.
- There is frequent checking of pupils' achievement and the results are used to produce detailed school improvement plans. These plans set the correct priorities for improvement.
- Leadership and management of the Early Years Foundation Stage are good and ensure that children make good progress and are well prepared for Year 1.
- Teachers' performance is managed well. There is evidence that salary progression is taken very seriously and that it occurs only when merited by sustained good performance, linked to pupils' progress.
- The wide range of subjects and topics taught inspires pupils to learn well. Pupils develop their reading, writing and mathematics skills across subjects, with opportunities to solve problems and investigate questions. They extend their learning in areas such as science and humanities and develop their creativity through music, art and drama. Pupils are very appreciative of the many additional opportunities, which include: learning French, playing a musical instrument, visiting the Grand Theatre and many visitors to support the curriculum.
- The school promotes pupils' spiritual, moral, social and cultural development very effectively through all aspects of its work. Many opportunities for pupils to reflect on their work, relationships and behaviour are included in their learning. Pupils' understanding of other cultures is broadened by the study of other faiths.
- The school is using the primary school sports funding to employ a specialist sports coach and this is providing pupils with a broader range of sporting activities. After-school sports clubs are enjoyed by the pupils. Teachers work alongside the sports coaches and benefit from their expertise.
- The local authority, through its improvement consultant, provides effective support and challenge to the school. This includes support on school improvement, including teaching and learning.
- **The governance of the school:**
 - Governors are committed to ensuring the school provides for all pupils and are aware of the progress the school makes towards achieving its development priorities. They have a clear understanding of the strengths and weakness in teaching and can explain how management of teachers' performance is used to develop teaching further, closely linked to pupils' progress and reflected in the salary structure. Governors have a good comprehension of how the pupil premium is used for the few pupils who are eligible. Through increasingly detailed analysis of pupils' assessment records, they can explain how the budget is used and what the impact has been. However, they do not have the detailed knowledge as to how well the school is doing in relation to other schools nationally and a working knowledge of the information on pupils' progress. This means they are not sufficiently challenging to school leaders and holding them to account for pupils' achievement. Governors make sure safeguarding arrangements meet statutory requirements.

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	119321
Local authority	Lancashire
Inspection number	443843

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	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	184
Appropriate authority	The governing body
Chair	Patrick O'Neill
Headteacher	Beverley Allan
Date of previous school inspection	8 June 2011
Telephone number	01200 425564
Fax number	01200 425564
Email address	bursar@brookside.lancs.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

