

# Bruche Community Primary School

Seymour Drive, Padgate, Warrington, Cheshire, WA1 3TT

**Inspection dates** 30 April–1 May 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
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.

- The Executive Headteacher provides visionary and inspirational leadership. She motivates the staff well and gets the best from them. The school has improved significantly since the previous inspection.
- Standards have risen. Most pupils now make expected rates of progress and many make even better progress, particularly in mathematics and writing.
- The quality of teaching has improved. Most teaching is good and some is outstanding.
- Most pupils behave well and try very hard with their work. Pupils say they feel safe in school and that they would have someone to turn to in school if they encountered any difficulties.
- Older pupils are encouraged to care for the younger pupils. For example, Playground Leaders play a part in helping to keep playtimes safe and happy. They maturely run a range of group activities, explaining that 'if someone does not have anyone to play with, they can always come and play with us'.
- Senior leaders and governors have a clear understanding of how well the school is doing. They set high expectations and give the school very clear direction for the future.
- The school's leadership has been significantly strengthened by its developing collaborative practice with its partner school. The school has benefitted from the sharing of expertise in many key areas, but is now increasingly sharing its own strengths within the school and with other schools in the locality.

### It is not yet an outstanding school because

- Teaching is not yet outstanding. Occasionally, teachers do not check what pupils know and understand well enough. This means pupils are sometimes given work that is too hard or too easy for them.
- Pupils make slower progress in reading than they do in mathematics and writing. Standards in reading are rising, but they remain broadly average.

## Information about this inspection

- Inspectors observed 13 lessons and made several other short visits to lessons to observe teaching and learning.
- They scrutinised pupils’ work, observed break times and listened to pupils read.
- Inspectors held three meetings with groups of pupils from every class in Key Stages 1 and 2 and had many informal discussions with pupils throughout school.
- Meetings were also held with school staff, senior leaders, members of the governing body and representatives from the local authority.
- A number of documents were examined. They included the school’s view of its own performance, records of the checks made on teaching and learning, the school improvement plan, information about pupils’ progress and records relating to behaviour, attendance and safeguarding.
- Inspectors took account of the views of parents through the school’s own questionnaires, and correspondence from parents and informal discussions with parents. Responses to the on-line questionnaire (Parent View) could not be accessed because there were an insufficient number of responses.
- Inspectors analysed the 16 responses from staff to the inspection questionnaire about the school.

## Inspection team

Fiona Gowers, Lead inspector

Additional Inspector

Paul Latham

Additional Inspector

## Full report

### Information about this school

- This school is smaller than the average-sized primary school.
- The proportion of pupils eligible for support through the pupil premium is below average. The pupil premium is additional funding for pupils who are known to be eligible for free school meals and those who are looked after by the local authority.
- The proportion of disabled pupils and those with special educational needs supported at school action, school action plus or with a statement of special educational needs is broadly average.
- The vast majority of pupils are of White British heritage. Very few speak English as an additional language.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- The Executive Headteacher is a National Leader in Education.
- The school is closely linked to a school in the locality, which is National Support School and Teaching School.

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

- Improve teaching from good to outstanding so that pupils' achievement continues to improve throughout school, particularly in reading, by:
  - improving pupils' reading comprehension skills and inspiring them to read widely
  - checking what pupils know, understand and can do during a lesson and ensuring that learning tasks are well structured and continue to challenge all groups sufficiently.

## Inspection judgements

### The achievement of pupils is good

- There is a wide spread of ability amongst children when they start school. Many children currently starting school in the Early Years Foundation Stage have skills and knowledge that are below those typically expected for their age. However, in some classes most children started school at the expected levels.
- Children make particularly rapid progress in the Early Years Foundation Stage. They have a great start to their learning and come on in leaps and bounds. Tasks are fun and appealing so children are keen to work hard, but also challenged from the outset.
- Attainment at Key Stage 1 is broadly average in reading, writing and mathematics, but current data and work in pupils' books show attainment is rising.
- Attainment too has risen at Key Stage 2. The 2013 test results were above average in mathematics and writing and broadly average in reading.
- The most marked improvement since the previous inspection has been in mathematics. Additional training is paying dividends because it has improved teachers' subject knowledge and teachers now expect much more of the pupils in their class. Indeed, in 2013 almost one-fifth of the pupils in Year 6 attained a level much higher than that expected for their age. School data indicate that this trend is continuing currently.
- The quality of pupils' writing has improved since the previous inspection. Pupils have a clearer view of how to improve their writing.
- Attainment in reading remains broadly average. Many pupils are becoming more enthusiastic readers and most have a good knowledge of letters and the sounds they make. However, progress in reading is slower because pupils' comprehension skills are not always as proficient and pupils do not always read widely enough in school.
- The most-able pupils make good progress because expectations of what they can achieve are much higher now and many pupils are relishing this challenge. In 2013, the proportion of pupils who attained the higher levels in national tests in mathematics and writing was above that found nationally.
- Most pupils supported through the pupil premium make good progress because the school looks carefully at their individual needs. The most recent test results at the end of Year 6 indicate that the attainment of pupils known to be eligible for free school meals was significantly higher than that of similar pupils nationally and on a par with that of other pupils in school.
- Due to the good support they receive from teachers and teaching assistants, many disabled pupils and those with special educational needs make better than expected progress. This shows the school's good commitment to equality of opportunity.

### The quality of teaching is good

- Most teaching is good and some is outstanding. A scrutiny of pupils' work throughout school and the school's own records confirm that the quality of teaching is typically good.
- Relationships are positive and classrooms are calm and orderly. The many pupils spoken with during the inspection confirm that this is usually the case.
- Teachers generally have high expectations of what pupils can achieve and pupils in many classes are really rising to the challenge. For example, in the Early Years Foundation Stage children confidently explored gradient and flow by releasing water into a gutter and others proficiently handled computerised images.
- Year 6 pupils used complex mathematical terminology to create a series of instructions, which incorporated movement, rotation and direction, for others to follow. The teacher and teaching assistant continually checked pupils' level of understanding; very swiftly moving them on to increasingly challenging work when they were ready. Pupils gained a thorough understanding of

the key concepts involved and clearly loved the challenge.

- An emphasis on learning through talk caters well for most pupils and has helped improve the content of pupils' writing. For example, some pupils explored the thoughts and feelings of a character in a story, in preparation for producing a piece of writing from that character's viewpoint.
- In mathematics lessons, pupils frequently wrestle with problems that have more than one possible outcome. This both interests and involves pupils and motivates them to try their best. 'We found it a bit confusing when we started but now we really understand it. We've had to think really hard though!' agreed a group of pupils during one mathematics lesson.
- The teaching of reading is improving, but it does not always help pupils to extend their comprehension skills well enough. The school is redeveloping its library areas in school to inspire pupils to read widely for purpose and for pleasure. However, library areas are underutilised as yet and school leaders are aware that there is still some way to go before pupils do as well in reading activities as they do in mathematics and writing tasks.
- The quality of marking has improved because the school has developed a more consistent approach to this aspect of teaching. It usually shows pupils what to do to improve their work. Pupils are given the opportunity to adjust aspects of their work in the light of these marking comments.
- Although the quality of teaching is almost always good or better, occasionally teachers do not always check what pupils know, understand and can do during a lesson well enough. As a result, pupils are sometimes faced with work that does not get the best out of them. At times, pupils are left completing work that is too easy for them or work that is too complicated and so they struggle to understand it without adult support.

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

- Behaviour of pupils is good.
- Most pupils are polite and conduct themselves well in and around school. The many pupils spoken with during the inspection say they think behaviour is good, but not perfect.
- Pupils learn to persevere with their work from an early age. For example, in the Early Years Foundation Stage many children stayed deep in concentration whilst they explored the properties of three dimensional shapes by touch and matched each shape to its corresponding picture.
- Most pupils like to work very hard. They talk proudly about 'ramping up their work' as it becomes more and more challenging.
- A small minority of pupils find it more difficult to manage their own behaviour. However, they are well supported by staff in school.
- Teachers incorporate activities into their lessons which successfully develop pupils' personal and social skills. For example, a group of pupils explained they really enjoyed it when they have a 'murder mystery' puzzle to solve as a group. Such activities are helping them learn to work well with others, to contribute to a group and to manage their own behaviour constructively. They learn to make decisions together and how to handle any disagreements they might have.
- Pupils say playtimes are usually happy, although a few pupils can become a little over-boisterous at times. Most pupils behave well because there is always plenty to do. The playground has been zoned into several attractive areas such as, football areas, quiet areas and a trim trail. Playground Leaders help to keep playtimes safe and purposeful by leading a range of organised games.
- The school's work to keep pupils safe and secure is good.
- Pupils say they feel safe in school. They have a good understanding of how to keep themselves safe and avoid unnecessary risk.
- The school regularly evaluates the level of care provided and has more recently developed a strong team approach. The Pastoral Leader is regularly on the playground near the school

entrance at the start of each day; available to pupils, parents if they have any concerns or issues they would like to discuss further.

- The vast majority of parents who responded the school's own questionnaire in January 2014 agreed that their children are happy and well cared for at school. Pupils' enjoyment of school is also reflected in the consistently above average attendance trend.
- Pupils have a good awareness of the different types of bullying. Pupils say bullying is rare in school, but if they have any concerns they are confident they would find an adult in school to help them.
- All those parents who made their views known to the inspectors were positive about the school's work. However, a minority of parents who responded to the school's own questionnaire expressed some concerns about pupils' behaviour and how well the school dealt with incidents of bullying. However, no evidence emerged during the inspection to indicate that the behaviour of pupils and the school's work to keep pupils safe and secure are not typically good.

### **The leadership and management** are good

- The Executive Headteacher has high aspirations for pupils at Bruche Community School. She is well supported the other senior leaders.
- Senior leaders have developed a more rigorous evaluation of the school's work and are robust in their approach to identifying and addressing aspects in need of improvement.
- The school has improved significantly in just over a year, because any issues identified in need of improvement are very swiftly followed up. Regular checks on the quality of teaching and on how well pupils are learning help ensure that pupils benefit from new developments and that agreed procedures are carried out by all.
- Pupils' achievement has improved. The school is keeping a more careful check on pupils' progress and teacher are held to account more for the progress made by pupils in their class. Questions are asked if pupils are not doing as well as expected.
- Teachers have clear feedback on how to improve their practice and training is sharply tailored to meet individual needs. Specialist consultants work alongside teachers in the classroom, where appropriate. As a result, the quality and consistency of teaching has improved markedly.
- The support for pupils at risk of falling behind in their learning and for those who find it more difficult to manage their own behaviour has been enhanced through the strong working collaboration with the partner school. The school recognised that their records of the isolated incidents of poorer behaviour were not always detailed and rigorous enough. Stringent steps have been subsequently taken to tighten up procedures.
- The curriculum is good and supports pupils' spiritual, moral, social and cultural development well. Pupils enjoy a wide range of creative activities; many led by specialist teachers.
- Middle leaders are growing in confidence and have a key role in developing the school's curriculum.
- The additional primary school sport funding is helping to increase pupils' participation in sporting activities and helping them gain a better understanding of how to lead a healthy lifestyle. For example, the funding has been used to provide specialist sports coaching, to increase participation in sporting competitions and to provide additional training to help develop more active playtimes.
- The local authority has been involved in the development of the collaboration and considers the school has improved significantly since its previous inspection. The local authority has confidence in the school's leadership to maintain its pace of school improvement with minimal support.
- **The governance of the school:**
  - Governors are very supportive and work closely with the governing body of its partner school to help increase its effectiveness.
  - They know how well pupils, including those supported through the pupil premium funding, are

progressing by checking data, visiting the school and looking at pupils' work.

- They understand how well teaching is led and are aware of the use of performance management procedures to reward good teaching and develop leadership roles.
- The school benefits from the wide range of professional expertise represented on the governing body, in areas such as health and safety and human resources. Governors are closely involved in staff restructuring and the developing collaboration with the partner school.
- The governing body ensures that safeguarding procedures meet current 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

<b>Unique reference number</b>	133915
<b>Local authority</b>	Warrington
<b>Inspection number</b>	444802

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>	196
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Gillian Sandon
<b>Executive Headteacher</b>	Louise Smith
<b>Date of previous school inspection</b>	5 March 2013
<b>Telephone number</b>	01925 815772
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