

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

Lytham Road, Warton, Preston, Lancashire PR4 1AH

Inspection dates: 21–22 January 2020

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Early years provision

Requires improvement

Previous inspection grade

Requires improvement

What is it like to attend this school?

The quality of education at this school is poor. Leaders do not have high expectations of pupils. This is especially true for reading. Pupils do not read accurately and fluently.

Pupils do not achieve as well as they should in many subjects. They struggle to remember what they have learned. They are not supported by leaders to catch up when they are falling behind in their learning. External data shows that pupils' attainment has been lower than in other schools nationally in previous years.

Pupils behave well as they move around the school. However, some pupils are not focused on their learning in lessons. Leaders provide some clubs and activities that contribute to pupils' wider development. Despite this, pupils' personal development is not strong.

Even though there are shortcomings in the curriculum, most pupils are happy at school. The pupils that we spoke to said that they feel safe. Pupils feel supported by staff when they talk about any worries that they have. Staff deal with bullying effectively.

What does the school do well and what does it need to do better?

The quality of education is inadequate because the curriculum does not meet pupils' needs. Leaders and teachers do not help pupils to build up knowledge as they move through the school. Children and younger pupils do not develop a strong knowledge of phonics. Leaders do not ensure that pupils have the secure reading, writing and mathematical knowledge that they need. Pupils' attainment has been low in previous years in all key stages. The attainment of Year 6 pupils in reading, writing and mathematics improved in 2019. Despite this, approximately half of them did not achieve the expected standard in these subjects combined. Currently, pupils across the school have many gaps in their knowledge. Pupils are not prepared well for their next stage of education.

The curriculum is weak. In some subjects, such as design and technology, leaders' plans do not meet the requirements of the national curriculum. Some teachers are not sure what pupils in their class should know or be able to do in some subjects. Some teachers do not address the gaps in pupils' knowledge. Leaders do not make sure that pupils whose reading is well below that of others practise often enough. Pupils do not develop fluency and accuracy. Their reading knowledge is weak. This hampers their achievement in other curriculum subjects. Leaders do not engage many parents in supporting their children's reading.

Leaders make sure that pupils with special educational needs and/or disabilities (SEND) receive carefully tailored support. This helps them to access the same learning as their classmates. However, the quality of education that these pupils

receive has the same variability as that received by other pupils. Consequently, many of them do not achieve as well as they should.

Many pupils behave well in lessons. That said, some teachers do not ensure that pupils remain focused on their learning. Some teachers enable their pupils to demonstrate resilience and independence. Other teachers do not. Pupils are reliant on staff members to keep them focused on their learning. The work that these pupils produce does help them to build a secure foundation for future learning.

Leaders do not support pupils to develop independence as they grow older. In the early years, children access the well-planned activities provided for them. Most children can do this without the need for adult support. Children are inquisitive. Adults capture their interest. They provide enticing activities that support children to develop different areas of learning. However, expectations for reading are not high enough in the early years. Adults miss opportunities to correct children's misunderstandings of phonics. Children in the Reception class carry out responsibilities such as tidying up after themselves with diligence. However, older pupils do not build on this positive start. Leaders provide limited roles of responsibility for them.

Governors have been aware that pupils' achievement has been weak for some time. They have taken decisive action to try to improve the quality of education that pupils receive. Governors have worked with external partners to provide support for teachers and leaders. Subject leadership is newly developed. Nevertheless, there are early signs of improvement. This is most evident in mathematics. The curriculum in mathematics is stronger than in other subject areas. The 2019 published performance data showed a marked improvement in pupils' progress and attainment in mathematics by the end of Year 6. Nonetheless, leaders are clear that there is still a lot more work that needs to be done. The newly formed leadership team, including governors, is keen to build on its positive start so far.

Leaders have not been successful in the past in fostering a positive working relationship between staff and parents to improve how well pupils achieve. Governors have taken the lead to improve relationships. They encourage dialogue between parents, leaders, staff and themselves. These relationships are already beginning to improve.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make sure that pupils are safe. Staff notice when pupils may be at risk of harm. They make sure that leaders are aware of their concerns. Leaders ensure that the right support is in place for vulnerable pupils. They liaise with parents and a range of agencies to make sure that this happens.

Leaders also make sure that pupils know how to keep themselves safe. For example, pupils learn about fire safety. They also learn how to keep themselves safe when

they are online. They know it is important not to share personal information about themselves.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils do not achieve well in a range of subjects. Staff and leaders do not have a shared understanding of what a high-quality curriculum should look like for pupils at the school. This means that staff have different expectations about what pupils should know or be able to do.
- Some curriculum plans do not match the ambition of the national curriculum. Leaders need to ensure that they develop curriculum plans that make clear the expectations in every subject area for each age group. They must also ensure that teachers understand and use these plans consistently across the school in order to help pupils to learn what they should.
- Leaders do not have high enough expectations for pupils' achievement in reading. This low expectation is evident from the early years and continues throughout the school. Pupils do not read as well as they should. This limits their achievement in other subjects. Leaders need to develop an effective reading curriculum that ensures that children gain secure phonic knowledge and older pupils can read with fluency and accuracy.
- Staff have been trained as subject leaders but have not had time allocated to carry out their roles. Leaders do not know what the quality of education is like in their subject areas. Senior leaders need to support subject leaders in ensuring that the quality of education is high in all subject areas.
- Pupils in some classes focus well on their work. Other pupils do not give their best effort in lessons and stop work as soon as staff focus on other pupils. They do not achieve as well as they should. Leaders need to ensure pupils are well motivated and develop positive attitudes to their learning.
- Pupils have little opportunity to carry out roles of responsibility around the school. They do not develop strong self-control or self-reliance. Leaders need to support pupils to develop independence and the personal skills that they will need for their next stage of learning.
- Engagement between school leaders and parents is limited. Some members of staff and some parents do not support each other well. Leaders, staff and governors need to continue to develop effective partnerships with parents to help pupils achieve as well as they can.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	119547
Local authority	Lancashire
Inspection number	10121980
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	71
Appropriate authority	The governing body
Chair of governing body	Jo Snape
Headteacher	Laura Dean
Website	www.st-pauls-warton.lancs.sch.uk
Date of previous inspection	28–29 November 2017, under section 8 of the Education Act 2005

Information about this school

- A new headteacher took up post in January 2020.
- There have been significant changes to staffing and the governing body since the time of the last inspection.
- The school has received significant support from the local authority and the diocese.
- The school belongs to the Diocese of Blackburn. It was inspected under section 48 on 28 April 2016.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

In accordance with section 44(2) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

- We spoke with the headteacher, the special educational needs coordinator, a group of governors, including the chair of the governing body, and representatives from the local authority and the diocese.
- We looked at a range of documentation for safeguarding, including the record of required checks carried out on school staff. We spoke to pupils about safeguarding. We also reviewed staff training logs and case files. We met with the person responsible for safeguarding to discuss how the school keeps pupils safe.
- We observed pupils' behaviour at breaktimes and lunchtimes. We also observed them as they moved around the school.
- We spoke with pupils about their experiences at school.
- We were unable to look at responses to Ofsted's parental questionnaire, Parent View, as there were an insufficient number. We looked at the one free-text response from parents. We spoke with parents as they dropped their children off at school.
- We focused deeply on reading, mathematics, science and design and technology. We talked to the leaders of these subjects. We visited lessons. We looked at examples of pupils' work. We talked with teachers and pupils about what pupils were learning about.

Inspection team

Claire Cropper, lead inspector

Ofsted Inspector

Stephen Rigby

Ofsted Inspector

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