

Inspection of Bruche Primary School Academy

Seymour Drive, Padgate, Warrington, Cheshire WA1 3TT

Inspection dates: 22 and 23 November 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils are proud to attend Bruche Primary School. They value being part of a happy and welcoming school community. Pupils spoke about the many things that they like about their school. These include supporting charities and the 'big questions' that they discuss each week. Pupils told inspectors that this is an exciting place to learn.

Leaders are ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). Most pupils and children achieve well and they strive to meet their school motto, 'success, nothing less'.

Pupils behave well and work hard. They are kind to each other and they feel safe. Leaders deal effectively with any bullying incidents should they occur.

Pupils, including disadvantaged pupils, experience an exceptional range of enrichment activities. They make great strides in their development as confident, young citizens during their time at the school. Pupils benefit from links with a partner school in South Africa and this further develops their global awareness. Leaders support pupils to foster a strong sense of personal responsibility. Pupils are provided with a wealth of experiences focused on their future career aspirations. They learn about the skills that they need for the world of work. They are inspired to become the best they can be by not giving up even when they face challenges.

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

Leaders have worked closely with the trust to design an ambitious curriculum. As a result of the well-constructed curriculum, most pupils develop a secure body of knowledge as they progress through the school.

Teachers use assessment information effectively to inform the next steps in their teaching, so that pupils can build on their learning. Staff receive the training that they need to enhance their subject knowledge. The curriculum in the early years is delivered effectively with a strong focus on securing early reading knowledge and number skills for future learning.

Leaders of most curriculum subjects ensure that teachers deliver the curriculum as intended. However, in some subjects, leaders' checks are not as effective as they should be. This means that they are not aware that the curriculum in some subjects is not being implemented fully. As a result, some pupils do not build up their knowledge equally well across all subjects.

Leaders have placed a high priority on ensuring that pupils learn to read well. Children in the early years respond well to rhymes, stories and other activities, which enhances their ability to hear and recognise different sounds. In key stage 1, the books that pupils read match the sounds that they are learning. This helps them

to become fluent readers. Staff keep a close eye on how well pupils are doing and no time is wasted in providing support for any pupils who fall behind.

Teachers have created inviting reading areas to encourage pupils to read and love books. Older pupils told inspectors that reading books helps them to feel calm and allows them to develop their imagination. Pupils enjoy reading independently, including in the reading garden, and they are proud of their 'reader of the week' awards. They said that they enjoy the texts that they study, including books which celebrate diversity and other cultures. Pupils also enjoy listening to the stories that their teachers share with them.

Staff identify the additional needs of pupils with SEND well. Teachers successfully adapt the delivery of the curriculum to help pupils with SEND to access new content. These pupils are given the support they need to succeed.

Most pupils have very positive attitudes to learning. Their behaviour reflects the determination that staff have for everyone to be the best they can possibly be. As a result, the school is a calm and purposeful place where pupils can learn effectively.

Leaders are passionate in their focus on pupils' personal development. They ensure that pupils have as broad and rich an experience as possible. Pupils have many opportunities to take on responsibilities and take great pride in the roles that they have. These include being school council members and ambassadors. Pupils have a very well-developed understanding of how to manage their feelings and deal with conflict. They experience a wealth of visits, trips and visitors to school to broaden their horizons. Pupils learn how to be tolerant and active citizens through their lessons and wider curriculum experiences. For example, pupils debate current events and news, such as the war in Ukraine and the Qatar World Cup.

Pupils understand fundamental British values and the importance of everyone being treated equally. They are also immersed in learning about different relationships. This deepens their understanding of equality and respect.

Governors are diligent in holding school leaders to account for the quality of education that pupils receive. They work closely with leaders and trustees and know the school well.

Staff are proud to work at the school. They value the opportunities that they have for professional development. Staff appreciate that leaders consider and support their well-being and workload.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that all staff know how to keep pupils safe. They provide staff with regular safeguarding training, including about matters relating to peer-on-peer abuse. This ensures that staff can spot potential signs that may indicate a pupil is at risk or suffering from harm. Leaders work effectively with outside agencies to access appropriate and timely support for vulnerable pupils.

Pupils have many opportunities to learn how to keep themselves safe, including learning about first aid. They learn how to stay safe online and about their online footprint and password security. Pupils are confident in using the systems in place to tell adults if they are worried.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders' checks are not as effective as they should be. They have not picked up or addressed the inconsistent implementation of the curriculum in some subjects. This hampers pupils from achieving as well in these subjects as they do in others. Leaders should ensure that the curriculum is delivered consistently well across all subjects.

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 information from Ofsted Parent View 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.

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	143058
Local authority	Warrington
Inspection number	10226201
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	251
Appropriate authority	The governing body
Chair of governing body	Matt Jones
Headteacher	Chris Jones
Website	www.brucheprimary.co.uk
Date of previous inspection	4 July 2019, under section 8 of the Education Act 2005

Information about this school

- The headteacher is also responsible for another primary school in the trust.
- Leaders do not make use of alternative provision.

Information about this inspection

- This was the first routine inspection that the school has received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors conducted deep dives in these subjects: early reading, mathematics, history, physical education and art and design. For each deep dive, inspectors met with subject leaders and teachers. They visited lessons, looked at examples of pupils' and children's work and talked with groups of pupils about their learning. The lead inspector heard pupils from key stage 1 and key stage 2 read to a familiar adult. Inspectors also considered the curriculum, spoke with pupils about their learning and evaluated their work in some other subjects.

- Inspectors spoke with the chair of the trust, members of the governing body, the headteacher and other school leaders. The lead inspector also spoke with a representative of the local authority.
- Inspectors talked with staff about their workload and well-being.
- Inspectors met with leaders who are responsible for attendance, early years, SEND and pupils' personal development.
- Inspectors reviewed leaders' policies and procedures to keep pupils safe. They discussed safeguarding arrangements with leaders and staff. Inspectors also checked the single central record.
- Inspectors spoke with pupils about safeguarding and their wider experience of school. Inspectors looked at a range of policies and documents related to pupils' and children's welfare and education. They observed pupils' and children's behaviour in lessons and around the school.
- Inspectors took account of the responses to Ofsted's online surveys for staff and pupils.
- Inspectors met with parents and carers at the start of the school day and took account of the responses to Ofsted Parent View, including the free-text responses.

Inspection team

Rebecca Jewitt, lead inspector	His Majesty's Inspector
Joan Grant	Ofsted Inspector
Liz Davidson	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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