



# Bruche Community Primary School

## Inspection report

Unique Reference Number 133915  
 LEA Warrington

Inspection number 274859  
 Inspection dates 15 - 16 June 2005  
 Reporting inspector Mr M Hewlett

Inspection deemed to have been carried out under section 10 of the School Inspections Act 1996 according to section 12(3) of the same act.

Type of School	Primary	School address	Seymour Drive
School category	Community		Paddington
Age range of pupils	3 - 11		Warrington
			Cheshire
			WA1 3TT
Gender of pupils	Mixed	Telephone number	01925 815772
Number on roll	419	Fax number	01925 826996
Appropriate authority	The governing body	Chair of governors	Mrs H Hollett
Date of previous inspection	No previous inspection	Headteacher	Mr R Anderson

Age group	Published	Reference no.
3 - 11	July 2005	274859

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## Introduction

The inspection was a pilot of the new arrangements for inspection announced by Ofsted in its consultation paper of February 2004. It was carried out with the support and cooperation of the staff of Bruche Community Primary School and of the local education authority. The inspection was carried out by three additional inspectors.

The after school provision was also inspected at the same time as the school. As this is not managed by the school, it is reported on separately by Ofsted.

## Description of the school

Bruche is a large primary school where around one in twenty pupils is entitled to free school meals. It was formed two and a half years ago following the amalgamation of separate infant and junior schools. On entering nursery, pupils have average skills. Around one in eight pupils have special educational needs; this is below average, as is the number who have statements. Most children come from white British backgrounds.

### Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

Although providing an acceptable standard of education the school, nevertheless, has serious weaknesses in pupils' standards and progress in Key Stage 2. This is because the overall standards that pupils achieve in Year 6 are not high enough. It has been the case for the last two years. Whilst many of the pupils are making satisfactory progress in other parts of the school, their rates of progress are inconsistent. This is particularly true of higher attainers. Standards and the quality of the provision in the Foundation Stage are satisfactory.

Teaching is satisfactory but there are some inconsistencies which slow down pupils' rate of progress. Pupils enjoy being at school and they feel well cared for. Personal development is satisfactory and behaviour has improved as a result of the measures that have been taken. Leadership has been successful in steering through these changes but has not been rigorous enough in tackling the low standards. The school gives satisfactory value for money. As this school is newly amalgamated, there has been no previous inspection.

The school has satisfactory capacity to improve. Some of its procedures are not sufficiently rigorous to ensure that pupils' progress and any changes made are checked carefully, with action taken where necessary. There is a commitment within the school to make things better and the right priorities have been selected. It now needs to tackle the standards agenda with an even greater sense of urgency.

### Grade: 4

#### What the school should do to improve further

- Iron out inconsistencies in teaching and curriculum organisation.
- Ensure the leadership monitors more rigorously and then checks on the impact of any changes made.

## Achievement and standards

The school judges achievement and standards as inadequate and the inspection confirms that this is an accurate picture. The school's results are generally below those of similar schools. This is particularly the case at the end of Year 6, where not enough pupils reach the higher levels when they take their tests in English, mathematics and science.

In both Key Stages 1 and 2, progress in lessons varies considerably between classes but is not fast enough overall. In too many lessons the tasks set are not challenging enough, with children of different abilities given the same work to complete. Children in the Foundation Stage achieve average standards overall and are provided with a well rounded education when they arrive in school.

Improving pupils' writing is an area where there has been some success. Some good pockets of progress are made in this area of focus, particularly where the teacher responsible for the class is enthusiastic about the subject.

The school is beginning to track individual pupils' progress and this is a positive move forward. As yet, the impact has not been seen in a consistent enough way across the classes and checking the data is not rigorous enough. This has resulted in pupils in different classes, albeit in the same year group, making significantly different rates of progress in subjects such as mathematics.

#### **Grade: 4**

#### **Personal development and well being**

The school judges pupils' personal development and well being to be satisfactory. Pupils enjoy coming to school, as reflected in attendance rates which are far higher than the national figure. Most pupils are punctual. The school has robust systems to monitor absence. Pupils form good relationships and respect others.

Pupils' spiritual, moral, social and cultural development is satisfactory. Pupils reflect increasingly on their own and others' feelings. New approaches to managing pupils' behaviour are bearing fruit. Pupils study their own culture and compare customs in countries such as China, but their awareness of multicultural diversity in modern Britain is limited.

Healthy living is promoted throughout the school and pupils are encouraged to be aware of the benefits of a healthy diet and regular exercise. The new lunch menu and 'breakfast' snacks encourage pupils to appreciate nutritious food. They say they behave better when they eat healthily.

Pupils are encouraged to share opinions and to shape the future of the school through the school council. They value this and can see their input changing aspects of the school. This gives them a taste of the satisfaction to be gained

from serving their community. They learn about aspects of consumerism from expert outside agencies.

**Grade: 3**

## **Quality of provision**

### **Teaching and learning**

Whilst teaching is satisfactory, which mirrors the school's view, the best teaching is in pockets and some lessons are not good enough. Inconsistencies in practice between classes are too often seen for the best standards to be reached for all. An example is the way that pupils' work is marked. Teachers and pupils do not always get the best value out of it. Work is usually assessed, with encouraging comments, but some teachers do not give enough guidance on what to improve or do next.

There are some areas where more teachers taking the same approach is starting to pay dividends. Teachers manage the pupils well so that learning takes place in calm surroundings. Boys and girls generally work well together and their behaviour is fine. Some occasionally shout out, perhaps through over enthusiasm, which can irritate their classmates, but other pupils feel that this is now happening less often. Pupils enjoy their work and generally work hard. The atmosphere in classrooms is good because they get on well with their teachers and often they find the learning interesting and fun.

Although the school believes expectations have been raised, teachers still do not expect enough of the more able pupils. At times, the work they are given is simply not demanding enough. Teachers are raising their sights and starting to make more and better use of targets so that all pupils know what they are aiming for. However, there are differences in how effectively and thoroughly this is done. Where teachers record more accurately the steps in pupils' progress and set sharp targets, their work shows better progress.

**Grade: 3**

## **Curriculum and other activities**

The school says, and the inspection shows, that it offers a satisfactory range of lessons and activities that match the needs of most learners. However, not enough is done to take account of the needs of the more able pupils. There are too few challenging opportunities to improve their achievement. As in teaching, inconsistencies run through the curriculum. For example, parallel classes spend different amounts of time on particular subjects because teachers organise their timetables individually and in different ways. This leads to unequal experiences and progress.

Classrooms are attractive and provide children with an interesting environment, especially when displays are full of helpful prompts for activities such as writing. The school is active in encouraging healthy and safe lifestyles. The small range of extra-curricular activities provided is appreciated by the children. Visits to places of interest and visitors to school bring the curriculum to life. The school meets statutory requirements in its curriculum.

**Grade: 3**

## **Care, guidance and support**

The school accurately assesses the provision of care, guidance and support as satisfactory. Children feel safe and supported and child protection procedures are understood by all staff. There is effective liaison with health and welfare professionals to support the needs of children and families.

Pupils draw up codes of behaviour with teachers. They have a clear understanding of the high expectations staff have of their behaviour and, most of the time, they do not disappoint. There are, however, still pockets of unacceptable behaviour identified by pupils and parents that spoil an otherwise positive picture. The school is an orderly community.

Children know who to turn to if they have any concerns. Vulnerable children benefit from regular time enfolded in the caring surroundings of 'the Den'. Here, well directed support from Nurture Group staff enables children to play in a positive place in school during turbulent times in their lives.

**Grade: 3**

## Leadership and management

The leadership team provides satisfactory leadership but there are still some weaknesses in this area. The headteacher has a good understanding of the priorities the school has to address and he has worked hard to establish effective teamwork within an amalgamated school. This has not always been easy and there has been a high turnover of staff. There is a commitment to include all pupils and managing challenging behaviour within the school has been an urgent priority. There has been improvement in this area, with pupils commenting favourably about how much safer they feel.

Whilst the school's self evaluation judgements gave a fair reflection of the school, monitoring how well pupils are doing is not rigorous enough. The leadership of the school is realistic about the challenges it faces, and the recently introduced pupil tracking systems are a good step in the right direction. The data collected shows there are some inconsistencies in progress throughout the school linked to teaching and the curriculum. Action to put this right has not been fast enough. For example, the quality of teaching varies within and between year groups and this directly affects the progress that pupils make.

In the past, governors have not always held the school to account but this is changing and they are having more impact on the way the school is run. They have a better understanding of its strengths and weaknesses and fulfil their responsibilities. They recognise that they still need to sharpen their skills, but are utilising the expertise that is available to them on the governing body.

**Grade: 3**



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## INSPECTION JUDGEMENTS

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.</i>	<b>School Overall</b>
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### ***OVERALL EFFECTIVENESS***

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	<b>4</b>
How well does the school work in partnership with others to promote learners' well-being?	<b>3</b>
The quality and standards in the Foundation Stage	<b>3</b>
The effectiveness of the school's self-evaluation	<b>4</b>
The capacity to make any necessary improvements	<b>Yes</b>
Effective steps have been taken to promote improvement since the last inspection	<b>NA</b>

### ***ACHIEVEMENT AND STANDARDS***

<b>How well do learners achieve?</b>	<b>4</b>
The <i>standards</i> reached by learners	<b>4</b>
How well learners' make <i>progress</i> , taking account of any significant variations between groups of learners	<b>4</b>
How well learners with learning difficulties and disabilities make progress	<b>4</b>

### ***PERSONAL DEVELOPMENT AND WELL-BEING***

<b>How good is the overall personal development and well-being of the learners?</b>	<b>3</b>
The extent of learners' spiritual, moral, social and cultural development	<b>3</b>
The behaviour of learners	<b>2</b>
How well learners enjoy their education	<b>2</b>
The extent to which learners adopt safe practices	<b>2</b>
The extent to which learners adopt healthy lifestyles	<b>2</b>
The extent to which learners make a positive contribution to the community.	<b>3</b>
How well learners develop workplace and other skills that will contribute to their future economic well-being	<b>3</b>

### ***THE QUALITY OF PROVISION***

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	<b>3</b>
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	<b>3</b>
<b>How well are learners cared for, guided and supported?</b>	<b>3</b>

### **LEADERSHIP AND MANAGEMENT**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	<b>3</b>
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	<b>3</b>
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	<b>4</b>
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	<b>3</b>
How effectively and efficiently resources are deployed to achieve value for money	<b>3</b>
The extent to which governors and other supervisory boards discharge their responsibilities	<b>3</b>
The adequacy and suitability of staff to ensure that learners are protected	<b>Yes</b>

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily.	<b>Yes</b>
Learners are encouraged and enabled to take regular exercise.	<b>Yes</b>
Learners are discouraged from smoking and substance abuse.	<b>Yes</b>
Learners are educated about sexual health.	<b>Yes</b>
<b>The extent to which providers ensure that learners stay safe.</b>	
Procedures for safeguarding learners meet current government requirements.	<b>Yes</b>
Risk assessment procedures and related staff training are in place.	<b>Yes</b>
Action is taken to reduce anti-social behaviour, such as bullying and racism.	<b>Yes</b>
Learners are taught about key risks and how to deal with them.	<b>Yes</b>
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships.	<b>Yes</b>
Learners, individually and collectively, participate in making decisions that affect them.	<b>Yes</b>
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	<b>Yes</b>
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills.	<b>Yes</b>
Learners have opportunities to develop enterprise skills and work in teams.	<b>Yes</b>
Careers education and guidance is provided to all learners in Key Stage 3 and 4 and the sixth form.	<b>NA</b>
Education for all learners aged 14-19 provides an understanding of employment and the economy.	<b>NA</b>