



# Brabins Endowed School

## Inspection Report

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**Unique Reference Number** 119395  
**LEA** Lancashire  
**Inspection number** 280541  
**Inspection dates** 28 February 2006 to 1 March 2006  
**Reporting inspector** Mrs Lynne Read

This inspection was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary	<b>School address</b>	Longridge Road
<b>School category</b>	Voluntary controlled		Chipping
<b>Age range of pupils</b>	4 to 11		Preston, Lancashire
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01995 61596
<b>Number on roll</b>	48	<b>Fax number</b>	01995 61828
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Martin Wheatman
<b>Date of previous inspection</b>	1 January 2000	<b>Headteacher</b>	Mrs Glynis Goldsbrough

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<b>Age group</b> 4 to 11	<b>Inspection dates</b> 28 February 2006 - 1 March 2006	<b>Inspection number</b> 280541
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## **Introduction**

The inspection was carried out by one additional inspector.

## **Description of the school**

This is a small primary school in a rural setting close to Preston. A local endowment trust provides an annual contribution for items not generally funded by the local authority (LA) and to support the Christian ethos of the school. All pupils are of white British backgrounds and none claim free school meals. When they enter the reception class, children's attainment is generally above average. The proportion of pupils who have learning difficulties and/or disabilities is around average; no pupil has a statement of special educational need. In recognition of the good work done, Brabins Endowed holds the Basic Skills, Healthy Schools and Investors in People awards. The school holds the prestigious Eco Schools Green Flag as a result of its commitment to preserving the environment.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 2

Brabins Endowed Primary judges itself as a good school with outstanding features and inspection findings agree wholeheartedly. It has a deservedly high reputation among parents, plays a central role in the community and provides good value for money. Parents and pupils' views are valued and acted upon.

Standards are high and the school is in the top 8 per cent in the country in terms of the value added to pupils' learning. Children make good progress in the reception class and years 1 and 2. Standards in writing have improved recently, though fewer pupils attain the higher Level 3 than in reading and mathematics. By the time pupils leave Year 6, they are achieving results which are well above the national average.

The school has particular strengths in the ways its cares for, guides and supports its pupils. As a result, their personal development is outstanding. The headteacher provides outstanding leadership that has resulted in high attainment and there is an outstanding range of activities additional to the curriculum. Teaching is good with outstanding elements. The school is currently working on planning and resources for some non-core subjects and extending the subject leaders' roles.

Since the last inspection, very good improvements have been made, especially in the provision and attainment for information and communication technology (ICT). Standards have risen from average to well above average. With such an impressive track record, there is a very good capacity to maintain the strengths in school and to improve even further.

### What the school should do to improve further

The school should continue to raise standards at the end of year 2 by:

- improving the percentage of pupils who attain the higher Level 3 in writing to match those who do so in reading and mathematics.

## Achievement and standards

### Grade: 2

This is a school where standards are high and pupils achieve well. Those with learning difficulties and/or disabilities progress well along their individual programmes of study.

Children have above-average standards of learning overall when they enter the reception class, although there is a wide range of ability in each year group. Children make good progress and, by the end of the year, the majority have reached the expected learning goals and a good number have exceeded them.

By the end of year 2, the school's results are well above average. In Years 1 and 2, pupils make very good progress in the basic skills of reading and mathematics. There have been good improvements in the standards for writing so that, although fewer pupils attain the higher level 3 grade than in reading and mathematics, average point scores have been above the national average for the past two years. These high

standards are maintained throughout years 3 to 6, and challenging targets are met. Pupils apply their English, mathematical and information and communications technology (ICT) skills very effectively across other subjects. Skills of research, problem solving and investigation are especially well developed. The school is now working on raising attainment in all subjects to a similar, high level. Boys and girls do equally well in lessons and pupils with learning difficulties and/or disabilities make good progress.

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

### **Grade: 1**

Pupils' personal development and well-being are outstanding. Pupils love school and are enthusiastic about the extensive range of experience provided for them. As a result, attendance is well above average. Behaviour is outstanding and pupils show very good self-discipline.

Spiritual, social, moral and cultural development is promoted very effectively. For example, there are many rewards for good work or actions and interesting, collaborative activities that encourage social interaction. There are very good links with local churches and clergy, reflecting the Christian ethos of the school. Worship is both thoughtful and meaningful. These factors promote a strong sense of spirituality in school. Pupils have a good understanding of the range of cultures in society and show good respect for beliefs that are different from their own.

Pupils have a strong say in decision making through their Eco committee. Their active involvement in re-cycling and preserving their wildlife area reflects their mature understanding of environmental issues. The 'Healthy Schools' philosophy permeates throughout school life; consequently pupils are well aware of the benefits of healthy diets and exercise. Their involvement in enterprise projects, together with good standards in the core skills, means pupils are well placed to secure a positive economic future.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good and there are outstanding features. A major strength is the way that teachers constantly assess pupils' work and use that information to plan the next lessons. This is an important factor in producing the high attainment. In years 3 to 6, very interesting tasks challenge pupils' thinking so they derive much pleasure from solving problems and conducting personal research. Some excellent projects completed for homework illustrate their skills of independent study.

Teaching and learning in the reception class is good. The teacher and the very knowledgeable assistant work closely together to ensure that work is firmly based on the recommended early learning goals. Consequently, children get off to a flying start. In years 1 and 2, the more able pupils are well challenged by work at the higher level in mathematics and reading but need more time working at the higher level in writing

in order to attain the higher grade. Well-informed teaching assistants throughout school provide good support, ensuring that the needs of the different age groups are well catered for. Part-time specialist teachers enhance the pupils' experiences very well and many parents bring their valued skills into the classroom to enrich learning.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good and provides an interesting range of lessons and outstanding additional activities. Overall, there are good opportunities for pupils to apply their skills in English, mathematics and ICT across the curriculum, although the more able pupils in years 1 and 2 would benefit from more opportunities for non-fiction writing. Planning includes substantial challenge and interesting extension activities for gifted and talented pupils. This is a major strength.

The curriculum for those pupils with learning difficulties and/or disabilities is well planned to meet individual needs and ensure equal opportunities. Provision in the reception class is good with an interesting range of free choice and directed activities.

The excellent enrichment programme includes specialist teaching, visits, visitors and out-of-school activities. It provides outstanding opportunities for pupils to develop their talents and interests including learning French, participation in a wide range of physical activity and working with artists and musicians.

## **Care, guidance and support**

### **Grade: 1**

The school provides outstanding care for its pupils. It enables them to be happy and confident learners. Their health and protection are seen as paramount and all adults keep a very close check on safety matters. Parents are extremely appreciative of the care taken and of the good communications with them. Pupils trust their teachers and this underpins the excellent relationships seen. They say that they feel totally safe and recall no incidents of bullying.

The guidance given to pupils to help them improve is very good. It includes useful, oral feedback for younger pupils, extremely helpful comments in marking for juniors and learning targets that are clear and fully understood. The very good system of tracking pupil progress ensures that the high standards are maintained and provides early identification of those pupils who require extension activities or who need extra support.

## **Leadership and management**

### **Grade: 1**

Leadership and management are good overall with some outstanding features. The headteacher provides outstanding leadership. The drive for excellence and the excellent caring ethos is shared by staff who work enthusiastically to ensure that pupils have equal access to all activities. The school knows its strengths and accurately identifies

where there is a need for improvement. This is done very effectively through an annual cycle of checking and evaluating provision and by gathering the views of parents and pupils. As a result, standards have risen from around average to well above average over the last few years. Good improvements have been made in the leadership and management of some non-core subjects, for example in design and technology. This has resulted in higher standards. The school is currently engaged in replicating the success across the few remaining subjects.

Management is very successful in seeking additional funding from various sources. As a result, pupils have the benefit of very good resources, especially the stock of books and ICT equipment. Funds are also used to secure expert tuition, for example in science, which leads to good standards.

Governors understand the strengths of the school thoroughly and take a good, active role in the process of planning for improvement. They bring a valuable range of expertise to management, for example in health and safety. All statutory requirements are met.

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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>	<b>16-19</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>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

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

## Text from letter to pupils explaining the findings of the inspection

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2 March 2006

Dear Pupils

Thank you very much for the warm welcome you gave me when I recently visited your school. The conversations that I had with groups and individuals were very interesting and I enjoyed watching you at work.

You said that lots of things were good about your school and I agree. Some of them are:

you enjoy the interesting lessons that your teachers plan for you, work very hard and make good progress

you enjoy solving problems and working independently

you behave exceptionally well and are polite and friendly

you take good advantage of the excellent range of extra activities on offer

your teachers take great care to keep you safe, happy and healthy

you have an exciting school with a very good range of books and computers

you contribute well to the running of the school and play an important role in protecting the environment through your Eco committee.

Those of you in years 1 and 2 have been working hard to improve your writing and have made good progress. There's still a little way to go to make writing as good as reading and mathematics in Year 2 so I have asked your teachers to help you to close the gap.

Thank you once again for helping me so much with the inspection. I hope that you will continue to work hard, enjoy your lessons and make Brabins Endowed School a super place to be.

Yours sincerely

Mrs L Read

(Lead inspector)

Chipping Village After School & Breakfast Club

Inspection report for early years provision

Unique Reference Number EY 136631

136631

Inspection date:

28/02/2006

Childcare inspector:

Harpal Thandi

Setting address: .

Chipping Village After School and Breakfast Club

Telephone number:

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Registered person:

Mrs Glynis Goldsborough

Type of inspection:

Care

Type of care:

Out of school care

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#### ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the Curriculum guidance for the foundation stage.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good.

The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are n/a.

## WHAT SORT OF SETTING IS IT?

Chipping Village After School and Breakfast Club opened in 2002 and operates from the school hall and the library area of Brabins Endowed School in Chipping near Longridge. A maximum of 24 children under 8 years may attend the club at any one time. The after school club is open each weekday during term time from 15:20 to 17:35 and the breakfast club operates from 07:30 to 09:00. All children have access to an enclosed outdoor play area. There are currently 50 children from 4 to under 11 years on roll. The club is open to children attending Brabins Endowed School and the adjacent St Mary's Primary School. The club currently supports 6 children with special needs and currently there are no children who speak English as an additional language. The club employs three regular staff, two of the staff, including the manager hold appropriate early years qualifications.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is satisfactory.

Children learn good hygiene routines, such as hand washing after using the toilet and wearing aprons for serving snacks. They understand the reason for these good practices for example, a child explains they have to wear the aprons otherwise bad bacteria from the jumper they have been wearing all day could fall off into the food. The children have also made laminated posters which have been placed in the toilet area reminding them to wash their hands after using the toilet. Children's health is protected because staff take positive steps to prevent the spread of infection, such as wiping the tables with anti-bacterial spray and washing the drinking cups periodically in the dishwasher to give them a thorough clean. In addition, three of the staff have first aid certificates and two staff members have food hygiene certificates, which means that they can prepare food hygienically and offer advice and support in cases of accident and illness, which is in line with current legislation and guidance. Children understand the importance of healthy eating and good nutrition as they know it is good to eat healthy foods, such as fruit because it gives them energy and keeps them fit. However, their choice is limited as they do not have access to a varied selection of healthy snacks at their club.

### Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children feel secure and at ease because they are cared for in a warm and welcoming environment. Examples of their art work and photographs of them involved in their play are

displayed on the walls. Space is organised well allowing children to make their own choices as they move freely between the activities on offer. Children happily select activities from the accessible range of toys and equipment which meet safety standards. Children are kept safe as they are supervised well at all times and staff carry out regular risk assessments of the areas being used by the children, addressing any areas of concern. Children understand how to keep themselves safe. For example, they are aware of fire safety issues as they take part in regular fire drills, they inform staff whenever they need the toilet and they know they must not run indoors. Children's welfare is safeguarded because staff have a good understanding of the requirements for recording and reporting any concerns in line with child protection procedures. There is a written policy in place which informs parents of the action staff will take if there are any concerns about the well-being of a child in their care.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle well on arrival at the club and play co-operatively together. For example, a group play with the cars and mats while another small group construct a model using large construction materials. Children are happy and occupied with the activities on offer. They enjoy choosing from a mixture of free play and planned activities. For example, a group of children are engrossed in the planned activity which involves learning traditional and French knitting skills. The older children take responsibility and learn independence skills by planning a weekly craft activity. For example, they make puppets; the activity is then extended by putting on a play with the help of the younger children. Children accept further responsibility as they volunteer to give out the snacks and drinks, then enthusiastically help to wash up. All children are involved in tidying away activities. The children respond well to challenges because staff plan exciting activities which engage their interests, such as organised club events. Following consultation with the children, staff plan sessions which are dedicated to, amongst others, learning judo, fencing, dance [street and hip-hop] and athletics. Children enjoy physical exercise in the outdoor play area as well as having opportunities for quieter activities; for example, a group of children lie on comfortable cushions in the library area to watch a DVD of their choice.

Helping children make a positive contribution

The provision is good.

Children feel a sense of belonging because staff encourage them to feel a sense of pride in the club by helping to develop club rules for behaviour. This ensures they feel involved and as a result, they take responsibility for their behaviour. For example, children know they must not run in the school or fight and they have to share toys. Positive interactions from staff promote children's self-esteem. Children receive ongoing praise and encouragement for their efforts, for example, for completing an activity and helping to tidy away. As a result, children learn right from wrong and behave well. Children gain a positive view and understanding of diversity as children are encouraged to learn about and respect differences in culture, race, disability and gender through access to a varied selection of resources which represent positive images of diversity. For example, multi-cultural dolls, play figures with disabilities, skin tone pencils, books and videos. Staff also provide a selection of meaningful activities to enhance their understanding; for example, children enjoy celebrating Diwali and Chinese New Year. Information is shared with parents, which keeps them informed about their children and ensures continuity of care, for example, through discussion, newsletters, annual reports and meetings. Their views are sought through the use of questionnaires, valued and acted upon, for example, changes in opening hours and the activities available. Parents speak highly about the staff and state their children enjoy attending.

## Organisation

The organisation is good.

Children feel at home and at ease in the setting as it is well organised and effective in meeting their needs. They have access to all facilities within the room as well as the library area. They also have regular access to the outdoor play areas which maximises their opportunity for all round development. They are able to initiate their own play and learning in an environment where the resources are easily accessible to them, for example, on the floor and on table tops. Good recruitment and vetting procedures are in place to ensure the suitability of all staff working with the children. Information is shared effectively with parents and good communication ensures children's care and welfare is fostered well. All legally required documentation that contributes to children's health, safety and well-being is in place. Overall, the provision meets the needs of the range of children who attend.

## Improvements since the last inspection

At the last inspection the provider was asked to: devise a procedure to be followed in the event of a parent failing to collect a child; obtain written parental permission to cover the need for any emergency treatment or medical advice; add Ofsted's details to the complaints procedure and add social services child protection team details to the child protection policy. All required documentation has been amended or drawn up and the relevant parental permission is now in place. As a result of these recommendations being addressed, the security and well-being of the children has been enhanced.

## Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection since 1 April 2004. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are n/a

## WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care day care

To improve the quality and standards of care further the registered person should take account of the following recommendations:

enhance the selection of healthy and nutritious snacks available to the children.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet Building better childcare: Compliments and concerns about inspectors' judgements which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).