

# The Brow Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	111124
<b>Local Authority</b>	Halton
<b>Inspection number</b>	288867
<b>Inspection dates</b>	13 June 2007
<b>Reporting inspector</b>	Mr Mark Madeley

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	196
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Jacqui Swift
<b>Headteacher</b>	Mr Malcolm White
<b>Date of previous school inspection</b>	July 2002
<b>School address</b>	The Clough Halton Brow Runcorn Cheshire WA7 2HB
<b>Telephone number</b>	01928 563089
<b>Fax number</b>	01928 591314

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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	13 June 2007
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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

This is a smaller than average school where pupil numbers are rising. Almost all of the pupils are of White British heritage. Most live close to the school in the local estates known as The Brow, Castlefields and Halton Brook. The proportion of pupils eligible for free school meals is above average. The percentage of pupils with learning difficulties and/or disabilities is average, but the school has an exceptionally high proportion of pupils with statements of additional need. This is because the school houses the local authority's speech and language facility. Currently 25 pupils of all ages attend this facility and they all have a statement of additional need. Attainment on entry is well below national expectations. The school has achieved the following national awards as recognition for its work in developing the curriculum for its pupils - ArtsMark Silver, ActiveMark Gold, FA Charter Mark and Healthy School Standard awards.

## Key for inspection grades

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

## Overall effectiveness of the school

**Grade: 1**

This is an outstanding school. Parents and pupils all support this view. The school enjoys a very positive reputation in the community, which is reflected in the fact that it regularly has too few places for all the pupils who want to attend. Management knows the school's many strengths exceptionally well because all aspects of its work are rigorously checked, but its self-evaluation judgements are too modest. The senior leadership has accurately identified those aspects of its work which are relatively less successful and put in places measures which will improve them. For example, pupils' enjoyment of reading and their comprehension skills have improved since the introduction of a 'reading afternoon'. High quality teaching is maintained through supportive coaching and effective use of training opportunities, despite losing many skilled staff to promotion to other schools. Since the last inspection outstanding leadership and management have addressed fully all the issues raised and improved pupils' progress markedly. This, coupled with rigorous self-evaluation processes, indicates that the school has outstanding capacity to improve further.

Pupils' achievement is outstanding. Very effective use is made of data about pupils' progress to regularly set targets for pupils. Consequently, the school generally exceeds its targets annually, and pupils' progress between Years 3 and 6 is in the top 10% of schools nationally. Children start in the Reception class with language and social skills well below those usually expected of children of this age. As a result of good provision in the Foundation Stage, children make good progress in all areas of learning. When they join Year 1, most are working towards attaining the nationally expected goals. In Years 1 to 6 pupils achieve very well and attain average standards in English, mathematics and science by the end of Year 6. However, the high numbers of pupils attending the speech and language facility mask the fact that 'mainstream' pupils reach standards which are above average in English, mathematics and science. The school works very effectively with all of its pupils with learning difficulties and/or disabilities. The pupils make good progress because class teachers and skilled teaching assistants capably support them.

Pupils' personal development and their spiritual, moral, social and cultural development are outstanding. Pupils spoke very confidently to illustrate the way they and others helped around the school and organised fundraising events for charity. They talked in great detail about how much they enjoy coming to school. This enjoyment is demonstrated in the rapid rise in the school's attendance figures over the last four years. Pupils' behaviour is good because reward systems are used very well and because the staff are excellent role models. The school, pupils and a few parents all note that a small minority of pupils present immature behaviour at times, but that this is being successfully dealt with by the staff. Parents and pupils speak very positively about the outstanding arrangements for the care, guidance and support for all pupils. The school goes beyond the recommended procedures for the safeguarding of pupils. For instance, arrangements for ensuring that they are kept safe on visits are held up as a model of good practice by the local authority. Teachers' marking of pupils' work is frequently of high quality so pupils know what they must do to improve their work further. Most pupils know their learning targets in literacy and numeracy and so understand what they are working towards and how

to improve. However, for some pupils, this aspect of teaching is inconsistently developed.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: achievement and standards, pupils' personal development and well-being, care, guidance and support and leadership and management, gathering evidence from the school's self-evaluation, national published assessment data and the school's records of pupils' progress, policies, attendance and financial data, observation of the school at work, interviews with the chair of governors, senior staff and pupils, and the parents' questionnaires. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included, where appropriate, in this report.

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

- Ensure that all pupils know their learning targets and understand how to improve their work.

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**Annex A**

# Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.	School Overall
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## Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
The quality and standards in the Foundation Stage	2
The capacity to make any necessary improvements	1

## Achievement and standards

How well do learners achieve?	1
The standards <sup>1</sup> reached by learners	3

## Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
How well learners enjoy their education	2
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

## The quality of provision

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

## Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

## Annex B



14 June 2007

Dear Children

### **Inspection of The Brow Community Primary School, Runcorn, WA7 2HB**

It was a great pleasure to visit your school recently. I enjoyed meeting with you and chatting to you both in the playground and in the meeting room. I took your views of the school very seriously and used them in coming to my judgements. You told me that your school is wonderful, and your parents supported that view. I think that it is outstanding in every respect. Your headteacher and his deputy headteacher are a terrific team, who work tirelessly for your benefit. They have built up a fine team of teachers who through their hard work help you make outstanding progress in English, mathematics and science. At the same time they are particularly good at teaching you how to behave well, care for others and stay safe, fit and healthy. You follow their excellent example very well, whether it be standing back in doorways or being polite to staff and each other.

One of the reasons your school is outstanding is that your headteacher and the staff are always looking for ways to make things even better for you. I have asked them to do one thing which I think will improve your learning:

- Make sure that you all know, and understand how to achieve, your individual learning targets in literacy and numeracy.

You can help your school and your learning by continuing to arrive on time every day and by working hard to achieve your targets in literacy and numeracy. Keep trying to gain those 100% attendance certificates because a day missed is a day's learning lost!

I hope that you are very proud of all that the staff, governors and you have achieved. Your school is a really special place and nothing is more important about it than all of you.

I wish both you and the school the very best for the future.

Yours sincerely

Mark Madeley  
Lead inspector