

# Bruche Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	133915
<b>Local Authority</b>	Warrington
<b>Inspection number</b>	294102
<b>Inspection dates</b>	12–13 September 2007
<b>Reporting inspector</b>	John Rutherford HMI

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	294
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Rosemary Panting
<b>Headteacher</b>	Mr R Anderson
<b>Date of previous school inspection</b>	6 February 2006
<b>School address</b>	Seymour Drive Padgate Warrington Cheshire WA1 3TT
<b>Telephone number</b>	01925 815772
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

## Description of the school

This is a larger than average school serving an area with broadly average social and economic circumstances. The proportion of pupils eligible for a free school meal is below average. There are very few pupils from a minority ethnic background or who have English as an additional language. A smaller than average proportion of pupils has a learning difficulty and/or disability. The school has received the Healthy Schools Award, the International Schools Award and the Eco-Schools Trust bronze Award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 4

In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

The school has made insufficient improvement since the Ofsted inspection in June 2005 reported that it had serious weaknesses. The cause for concern was that standards and achievement were not high enough and improvements were needed in teaching, curriculum and leadership. A monitoring visit in February 2006 found that the school had made satisfactory progress, but judged that the same three areas still needed further improvement and added that the management of pupils' behaviour needed to improve as well. Since then, progress has been too slow and the school has not taken advantage of the additional support provided by the local authority.

Pupils' progress in English and mathematics is significantly below average and they do not reach the standards of which they are capable. While standards in mathematics and science improved in 2006, they were exceptionally low in English. Standards, overall, have declined in 2007 according to the most recent provisional results in national tests. Teaching and learning are inadequate because teachers do not use assessment information well enough to enable pupils to make progress at an appropriate pace.

The curriculum is satisfactory overall, though progress on implementing changes to improve literacy and numeracy has been limited. The curriculum provides good enrichment of pupils' learning, especially through links with other countries.

Care, guidance and support, overall, are inadequate because teachers' use of targets does not help many pupils to achieve as much as they should. Staff have worked very hard to improve pupils' behaviour and attitudes to work since the previous inspection and these are now good. Pupils' attendance is satisfactory. They make good progress in learning how to make healthy choices and how to be effectively involved in making decisions about their school.

Leadership and management are inadequate. The headteacher and leadership team are not directing the drive to raise academic standards with sufficient rigour and pace. Self-evaluation does not lead to improvements. Target setting and development planning are ineffective. The deputy headteacher and middle leaders have too little positive influence on the quality of teaching and pupils' achievement across the school. The leadership team does not have the capacity to bring about the improvements that are required. The school provides unsatisfactory value for money. Governors work hard to provide practical support and challenge, but this is having little impact on the work of the school. They do not have a realistic view of the school's strengths and weaknesses.

Only a small proportion of parents returned the pre-inspection questionnaire. However, two fifths of these expressed some concerns about the school; one fifth judged that the school is not well led and managed.

## Effectiveness of the Foundation Stage

### Grade: 3

Pupils enter the Nursery class with skills and knowledge that are broadly typical for their age. Most pupils make satisfactory progress in the Nursery and Reception classes and have achieved broadly average standards when they enter Year 1.

Teaching and learning and the curriculum provided in the Nursery and Reception classes are satisfactory. The learning environment is uninspiring, though good care from the staff ensures that children enjoy being there and that they develop positive attitudes to learning. Children's personal, social and emotional development is good. The school's leadership team does not take direct responsibility for management of the Foundation Stage. As a result, there is insufficient co-ordination of the work of the two classes; for example, assessment information provided by Nursery staff is not used well to plan children's learning when they enter the Reception class. This limits the progress of some children.

### What the school should do to improve further

- Improve standards and achievement in English and mathematics.
- Improve the quality of teaching and learning.
- Improve the use of assessment and target setting.
- Improve leadership at all levels in the school.

## Achievement and standards

### Grade: 4

Achievement is inadequate and standards are too low. Pupils start in Key Stage 1 with broadly average knowledge and skills. The majority make satisfactory progress and achieve broadly average standards by the end of the key stage. In writing and mathematics, however, the percentage of pupils reaching the highest level is considerably below the national average.

In Key Stage 2, achievement is inadequate because pupils' progress is significantly below average in English and mathematics, and this has been the case for the past three years. As a result, many pupils are not reaching the standards of which they are capable by the time they leave the school. In 2006, standards were exceptionally low in English, average in mathematics and exceptionally high in science. Provisional information from the 2007 tests shows that pupils' performance, overall, is below the national average and there has been a general decline since 2006.

School records show that, in many classes, the proportion of pupils working at or above the levels expected for their age is below average. Many of the more able pupils are not achieving as much as they should because their work is insufficiently challenging. Pupils with learning difficulties and/or disabilities are making satisfactory progress because the school makes effective use of external support.

## Personal development and well-being

### Grade: 2

Personal development and well-being are good. Pupils are confident, well mannered and respectful. Their attitudes to learning and behaviour are good. When tasks in lessons are suitably challenging they work very well independently. Most pupils enjoy school and their attendance and punctuality are satisfactory.

Pupils' spiritual, moral, social and cultural development is good. Their understanding of the rich diversity of cultures in the world has improved since the previous inspection and is now good. Pupils are making good progress in learning how to make sensible choices in relation to substance abuse, crime and relationships. Many pupils understand the contribution that exercise and nutritious food makes to their well-being and they are motivated by the school's awards for healthy eating.

Pupils make a very good contribution to their school community through their membership of councils and through such activities as planning playtimes. The school and 'eco' councils have made many good suggestions for improvements, which the school has implemented. Pupils are developing personal skills that equip them well for their future. However, the weaknesses in their basic skills represent a barrier to their future economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 4**

The quality of teaching and learning is inadequate because teachers do not use assessment information effectively to plan learning and, consequently, many pupils do not make progress in line with their capabilities.

Because of the weaknesses in teachers' lesson planning, work is often pitched at the wrong level for some groups of pupils and this limits their progress. Marking provides too little guidance for pupils on how they can improve their work. Where teaching is least effective, teachers introduce too many new ideas at once and they make ineffective use of computers to present information. As a result, many pupils are confused and uninspired. In the very few good lessons in Information Communication Technology and Mathematics, there is a sharp focus, teaching is stimulating, and practical activities consolidate learning because they challenge pupils to solve interesting problems.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum, overall, is satisfactory. A new plan for the organisation of the curriculum has been introduced to improve pupils' learning of literacy and numeracy in other subjects, but its implementation has been limited. Additional activities are provided for pupils identified as able, gifted and talented. This work is still at an early stage of development and it is not yet improving the progress that these pupils are making.

The curriculum has good features. Pupils' learning is enriched by good international links, including partnerships with schools in other countries. The school has received an award for this work. The teaching of foreign languages is also a strength. Pupils receive very useful first-hand experiences through a good programme of trips to places of interest and by inviting visitors into school to support their learning. Many pupils enjoy a good range of after-school clubs.

### **Care, guidance and support**

#### **Grade: 4**

Care, guidance and support, overall, are inadequate, because they do not help many pupils to achieve as much as they should. Methods for using assessment to provide pupils with short-term

targets to improve their progress are largely ineffective. While the school has a longer-term target for each pupil to reach a higher National Curriculum level by the end of the year, there is no clear system for monitoring pupils' progress towards this target and adjusting planning if the progress is too slow or better than expected.

The care and support for pupils' personal development and well-being are good. A very effective 'nurture group' has been successful in helping particular pupils to improve their behaviour. This has contributed significantly to behaviour in the school being good overall. Staff have very good arrangements for involving pupils in making playtime an enjoyable experience, for example, by enabling pupils to teach each other new games during a weekly 'playground workshop'. Child protection and safeguarding procedures are in place. There are good partnerships with external agencies in providing the necessary support for pupils with learning difficulties and/or disabilities. The school also forges a good working relationship with the parents of these pupils.

## **Leadership and management**

### **Grade: 4**

Leadership and management are inadequate because the school's senior leaders do not demonstrate the capacity to bring about the improvements necessary to raise achievement and standards. School self-evaluation is ineffective. It does not provide a good basis for school improvement because it is largely over-generous. There is insufficient evaluation of the impact of new strategies on standards, and therefore there is little adjustment of the strategies that are not working as effectively as they might.

The deputy headteacher and middle leaders have insufficient understanding of, or influence over, the quality of teaching and pupils' achievement across the school. Too much responsibility for monitoring the quality of work in classrooms rests solely with the headteacher and this is not leading to improvement.

The school improvement plan is ineffective because the actions within it are not increasing pupils' progress with sufficient pace. The targets for performance at the end of Key Stage 2 do not help to drive up standards. They are not realistically challenging because assessments of pupils' progress are not sufficiently taken in to account.

Governance is inadequate. Governors work very hard to provide challenge and practical support, but this is having little impact on the leadership and management of the school. In some respects, they do not have a realistic view of the school's weaknesses.

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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?	4
Effective steps have been taken to promote improvement since the last inspection	No
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	4

### Achievement and standards

How well do learners achieve?	4
The standards <sup>1</sup> reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	3
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	4

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	4
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	4

<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 A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	4
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4
How effectively leaders and managers use challenging targets to raise standards	4
The effectiveness of the school's self-evaluation	4
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	4
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	Yes
Does this school require a notice to improve?	No

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

Inspection of Bruche Community Primary School, Warrington, WA1 3TT

Thank you for being so helpful to me and my colleagues Saleem Hussain and John Heap when we came to inspect your school. You gave us some very useful information when you talked to us and showed us your work. This helped us to make our judgements, which I will now give to you.

First of all, I would like to congratulate you for working so hard to improve behaviour since the last inspection, two years ago. Your behaviour is much better than it was then and it is now good. You obviously enjoy school and my team was pleased to see many of you working very hard in your lessons. You also help to make the school a much better place because of the decisions you make in your school council and 'eco' council. I was especially impressed by the way you teach each other new games in the playground workshop sessions.

Your school is good at helping you to learn about the wider world through its links with schools in other countries. It is also successful in teaching you how to make choices that will help you to lead safe and healthy lives.

Having looked closely at your work in English and mathematics, I have judged that many of you are not making enough progress in these very important subjects. I have therefore asked your headteacher, governors and staff to:

- help you to achieve more in English and mathematics
- make sure all of your lessons are interesting and help you to learn more
- give you targets that will encourage you to make much better progress
- improve how well the school is led.

I have recommended that your school is made subject to 'special measures'. This means that your school will receive extra support to make the necessary improvements and inspectors will return regularly to check that this is helping you to make better progress.

You have an important part to play as well by working as hard as you can to achieve the targets that your teachers give to you. My very best wishes for the future.