

# Brindle Gregson Lane Primary School

Inspection report

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<b>Unique Reference Number</b>	119203
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	313220
<b>Inspection date</b>	16 January 2008
<b>Reporting inspector</b>	Geoffrey Yates

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>	
School	203
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr David Foster
<b>Headteacher</b>	Mr Chris Hackett (Acting Head)
<b>Date of previous school inspection</b>	1 November 2004
<b>School address</b>	Bournes Row Gregson Lane Hoghton Preston Lancashire PR5 0DR
<b>Telephone number</b>	01254 852381
<b>Fax number</b>	01254 854949

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## Introduction

The inspection was a Reduced Tariff Inspection carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues:

- Whether the higher attaining pupils in Key Stage 2 make sufficient progress.
- The school's efforts to make best use of assessment information.
- The quality of the curriculum and of the Foundation Stage provision.

Evidence was gathered from performance data and other school documentation, observations of teaching and learning, the work produced by pupils (including how pupils interact with each other and their response to what is provided for them), parents' questionnaires and discussions with pupils, staff and governors. Other aspects of the school's work were not inspected 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 except that the judgments about achievement and pupils' personal development were too modest. These other judgements have been included where appropriate in this report.

## Description of the school

The school is of an average size for primary schools nationally. It serves an area of private housing. The large majority of pupils are of White British background with a small minority from minority ethnic groups; none require support for English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is below average. A below average percentage of pupils is eligible for free school meals. The school has received the national Healthy Schools' award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school where pupils achieve well and reach above average standards. Pupils' personal development and the care pupils receive are both outstanding. Pupils are eager to attend school and enthusiastic in expressing their views. Behaviour and relationships, between the pupils themselves and with adults, are of a high quality. Despite the current lack of a permanent headteacher, the school is effectively led and managed by the acting headteacher, ably supported by senior staff and governors. This has ensured that the school continues to move forward by focusing on areas for development in the well organised school development plan. Parents are pleased with their children's progress. One parent's comment typifies the view of the majority, 'The school is happy and vibrant and I feel confident that my children are getting a good education.'

After starting school with levels of development that are typical for their age, children in the Foundation Stage make very good progress. They enter Year 1 with skills that are above expectations. In Key Stage 1, good teaching extends the good levels of development pupils bring with them from Reception. By the end of Year 2 standards are typically well above average. This was the case in the 2007 when pupils did very well in reading in particular. In Key Stage 2, progress accelerates and pupils extend their knowledge and understanding further. Standards overall in English, mathematics and science have been significantly above average in four of the last five years and were above average in 2007. Pupils do particularly well in English and science but a small minority could do better in aspects of mathematics. The school has taken decisive action to deal with this. It has improved the use of assessment information to give an early identification of those who are falling behind in mathematics and taken action to bring pupils back to where they should be. The standards of work seen during the inspection show that standards are currently well above expectations at Year 6 and school data indicates that its challenging targets are likely to be met this year.

The good progress of pupils is the product of good teaching which does well to meet the needs of the large majority of pupils. Teachers know what they expect pupils to learn, have very good relationships with them and provide good guidance which gives pupils the confidence to work hard at their work. However, on occasions, in Key Stage 2 mathematics, some higher attaining pupils are not always given sufficient time to apply their skills to solve mathematical problems. This hinders these pupils' progress in mathematics. All teachers place a good emphasis on developing reading and writing skills and very good use is made of information and communication technology to make lessons interesting. In most classes pupils use their writing skills well across a range of other subjects, especially in Year 2. Pupils with learning difficulties and/or disabilities benefit from good support and make good progress.

Pupils' outstanding personal development and well-being comes as a direct result of the high quality provision for this within the good curriculum. The emphasis on ensuring much breadth in pupils' education adds greatly to pupils' achievements. The school is rightly proud of its outstanding range of out-of-school activities. The school has reviewed the curriculum and developed initiatives to improve curriculum provision. For example, special weeks such as 'Recycling Week' and 'Multi-cultural Week' not only provide activities that allow pupils to develop their skills, but also provide them with a valuable insight into important issues. For example, pupils have a strong awareness of the need to not waste electricity and of the importance of respecting cultures different from their own. Classrooms are bright and attractive places where pupils' work is valued. Some of the art work is of a very good quality.

Pupils enjoy being at school as demonstrated by the above average attendance rates. They say that they feel very safe and valued as individuals. They have very positive attitudes to learning. One pupil, typifying the views of many, commented, 'Straight away when you walk through the school gates you feel safe and know that nothing can happen to you'. Older pupils enjoy helping younger children at break times. Pupils know how to stay healthy and are very proud of the products for sale on the playtime 'healthy eating trolley.' They participate eagerly in sport and have a very good understanding of how to stay fit. Pupils particularly appreciate the many high quality activities that take place outside the school day, and take up is high. They make a very good contribution to the school community through the many responsibilities they undertake. Those pupils on the school council and those who act as peer mediators and sports leaders take their responsibilities very seriously. The preparation for pupils' future economic well-being is excellent. As well as the high academic standards, pupils benefit from the way in which they are encouraged to be entrepreneurial. One example of this is the way that the school council has directed its own budget to improve the outside play areas.

Leadership and management are good. The school has effective procedures for looking at itself and has accurately identified what works well or what needs to improve. Subject leaders work effectively with senior management to raise standards. Governance is good. Governors provide good support and hold the school to account well. The school has improved since its last inspection and has a good capacity to improve further. It provides good value for money.

## **Effectiveness of the Foundation Stage**

### **Grade: 1**

Provision in the Foundation Stage is excellent and parents are very happy with it. One parent commented, 'My son gets so excited about going to school and cannot wait to return after the holidays.' Children start school with skills that are typical for their age. They make rapid progress because the Foundation Stage is led exceptionally well and teaching is of a high quality. For example, the current topic project related to ice has really captured the children's imaginations. The high quality care and guidance helps children to settle in to school life quickly. Very good use is made of the outside area to support learning. Strong emphasis is placed on the development of communication, language and literacy skills and on pupils' personal and social development, but other areas are not neglected. Children are given very good opportunities to take responsibility and to develop independence, for example, by self-registering at the start of the day and tidying up at the end of an activity without being told to do so. By the end of Reception the majority of children have made very good progress and many exceed the levels expected for their age.

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

- Provide more opportunities in Key Stage 2 mathematics lessons for the most able pupils to apply their numeracy skills to solve challenging mathematical problems.

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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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	2

### Achievement and standards

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

### 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
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
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	1

### The quality of provision

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

<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>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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



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

20 January 2008

Dear Pupils

Inspection of Brindle Gregson Lane Primary School, Lancashire, PR5 0DR

Thank you for being so helpful to me when I visited your school recently. I really enjoyed my time with you and seeing some of you in lessons. It was wonderful to look at the work you produced during the school's recycling week. My lasting memory of the school though was the way you all worked hard in lessons.

I promised your headteacher that I would let you know what I thought. I am pleased to tell you that I agree with the school that it gives you a good standard of education. You do well in lessons and in tests because you work hard and understand the importance of this for the future. Your teachers and other adults make lessons very interesting and when you need help you get it.

Your behaviour is excellent and I was very impressed with how polite you were. You benefit greatly from a large number of school clubs. You told me that you feel safe in school and that if problems occur an adult will sort it out quickly when you tell them about it. Those of you who are on the school's council or who carry out duties such as peer mediators or sports leaders, keep up the good work!

I have asked the school to take action to improve one thing. That is to give those of you who are good at mathematics more opportunities to use your good knowledge and understanding of numeracy to solve challenging mathematical problems. You can help by making sure that you make best use of the time available and solve problems quickly and accurately.

Keep on working hard so you can carry on playing a major part in ensuring that your school continues to be highly regarded by all who come into contact with it.

Yours sincerely

Geoffrey Yates

Lead Inspector