

# Bretherton Endowed Church of England Voluntary Aided Primary School

## Inspection report

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<b>Unique Reference Number</b>	119461
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	313304
<b>Inspection date</b>	2 May 2008
<b>Reporting inspector</b>	John Heap

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>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	113
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Tommy Wilson
<b>Headteacher</b>	Mrs Kay Beatty
<b>Date of previous school inspection</b>	1 November 2004
<b>School address</b>	South Road Bretherton Leyland Lancashire PR26 9AH
<b>Telephone number</b>	01772 600431
<b>Fax number</b>	01772 600431

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## Introduction

The inspection was carried out by one Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: whether standards in writing are high enough; the quality and development of pupils' learning skills; the effectiveness of the work done by subject coordinators. The inspector gathered evidence from school documentation; interviews with pupils, staff and governors; observing lessons and other activities and analysing parents' questionnaires and comments. Other aspects of the school's work were not investigated 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.

## Description of the school

This below average-sized primary school serves a mainly White British population in an area which has few signs of social and economic disadvantage. Few pupils are entitled to free school meals. The proportion of pupils who have learning difficulties and/or disabilities is below average. The school has been awarded Healthy School status. Since the previous inspection, the school has been through a difficult and disrupted period due to staff illness and changes.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

The inspector agrees with the school's accurate self-evaluation that it is good and provides good value for money. Many parents also agree with this judgement and a typical view is 'We think the school has a very good ethos and offers the children all they need to progress.' Given the significant disruptions recently, these perceptive views are testimony to the hard work and good improvements that the strong leadership and management have engendered. The school is well placed to improve further.

An outcome that is dear to the heart of all in the school is the excellent personal development of all pupils. It is promoted by outstanding aspects of the otherwise good curriculum. Pupils' spiritual, moral, social and cultural development is excellent and fosters their exceptional behaviour and attitudes to school and work. Pupils feel safe and secure in school and they know what to do on the very few occasions anything untoward occurs. Safeguarding procedures meet current government requirements. Pupils are very keen to accept responsibility and recognise that this helps to create a family atmosphere in the school. Because pupils are well mannered and thoughtful they make very strong contributions through the effective school council and in the local community. The curriculum provides a myriad of opportunities for pupils to develop their very strong knowledge and understanding of health and safety matters, including the work done by the school nurse. This is an impressive example of the good links the school forges with outside agencies. Participation and achievement in sport is a strength of the school and in recognition of this it holds the Active Mark award.

It is obvious from the many positive comments from parents and pupils alike, that the children enjoy school and achieve well. The school works very hard to encourage this, firstly through the good range of enrichment activities open to all pupils and, secondly, the effective way that the curriculum is adapted to meet the varying needs of individuals. Moreover, this caring school vigilantly monitors behaviour, attendance and pupils' academic achievement. The results are plain to see in the excellent attendance and the good progress that pupils make in their learning.

Achievement is good and standards are above average because the quality of teaching and learning is strong. The school sets challenging academic targets and usually meets, or exceeds them. By the end of Year 2, standards are above average, sometimes well above average, and pupils make good progress. This judgement is confirmed by the rising trend in national test results. Caution is necessary when looking at each year because pupil groups are small and each pupil represents a high percentage. Boys did much better than the girls because there were many more boys. By the end of Year 6, standards are more often than not significantly above average and in recent years there has been a rising trend. Pupils progress well. In 2007, standards dropped a little but the group had a higher than usual proportion of pupils with extra learning needs. English and mathematics are traditionally the strongest subjects. The improvement in science, to significantly above average in 2007, places the school's results in the top ten per cent of schools nationally. The good and challenging teaching of the subject coordinator has much to do with the raising of standards. Higher attaining pupils do particularly well. Girls did better in 2007 than the boys, but the boys were still above the national average. Pupils with learning difficulties and/or disabilities react well to the good support they are given and make good progress. Given their excellent attitudes and good academic progress, pupils are well prepared for their future schooling and life in general.

Pupils benefit from the strong relationships that are obvious with staff and with their peers. This leads, for instance, to pupils responding well to high expectations, doing their best work and collaborating well when the opportunities arise. Pupils are developing a good range of independent learning skills, particularly in literacy, mathematics and information and communication technology. Good classroom management, and effective and enthusiastic support staff, ensures that there are few disruptions to pupils' learning and all pupils have the opportunity to thrive. Pupils are right to say that marking gives them a clear picture of their achievements. However, there is a lack of consistency in the way that teachers' comments provide clear guidance on what the pupils need to do next. For example, it is not always obvious from comments what the pupils need to do, so that they can move on to improve their learning. Managers provide accurate appraisals of the quality of teaching, but the notes from observations are too focused on teacher performance and not enough on pupils' learning.

Leaders and managers provide the drive, enthusiasm and commitment that have successfully garnered the support of parents and pupils. The headteacher has stabilised the school and leads it well, particularly in promoting the challenging academic environment alongside the development of worthy young citizens. The effective governing body supports the school well and provides a lot of helpful expertise. They are knowledgeable about the school and take an active interest. Subject coordinators are keen and enthusiastic and provide satisfactory support and guidance for colleagues. However, there are too few opportunities for them to have the time needed to monitor and evaluate their subjects. Effective school improvement planning identifies the right priorities, but the school does not take full advantage of the data it gathers to ensure that the indicators of success are measurable.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Strong management promotes good provision and ensures children progress well. The current group entered school with skills and abilities that were a little below expected levels, particularly in personal, social and emotional development and communication, language and literacy. Because of good teaching, children make particularly strong progress in these areas of learning. They are on course to reach broadly typical standards for their age as they enter Year 1. Effective care, guidance and support include the highly successful induction programme and the value the school puts on the close liaison with parents before their children start. As a result, children settle quickly and soon benefit from the rich curriculum which includes prominent opportunities for role-play and other communication activities. There is a good mix of teacher-led and child-led activities, including early writing. Staff keep a close eye on the children and carefully note their achievements.

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

- Make the marking of pupils' work more consistent, so that pupils have a clearer idea of their next stage of learning.
- Make sure that the monitoring of teaching and learning focuses more clearly on pupils' learning.
- Provide more time for subject coordinators to monitor and evaluate their subjects.

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

### 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?	2

<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

6 May 2008

Dear Pupils

Inspection of Bretherton Endowed Church of England Voluntary Aided Primary School,  
Lancashire, PR26 9HA

I thoroughly enjoyed the busy time I spent in your school this week. The warmth of your welcome, courtesy and help were very much appreciated. Here are some of the main findings from the inspection that contribute to your school being judged a good school.

What I particularly liked about your school was:

- the good start children get in Reception
- the good progress you make through the school
- the high standards achieved in science in 2007, that led to the school being ranked in the top ten per cent of schools
- the above average results in national tests at the end of Years 2 and 6
- your excellent behaviour, attitudes and attendance that help to ensure that your school is a happy, safe and secure place to be
- the good teaching, learning, curriculum and care that promote your good academic progress and excellent personal development
- the hard and willing work you do to help and care for each other and make a very good contribution to the life of your school
- the good leadership and management that is much appreciated by your parents.

To make your school even better, staff will provide you with clearer guidance about how to improve your work. They will also make stronger checks on what you are learning in lessons. I am certain that you will want to play a full part by continuing to follow your teachers' advice and guidance very closely. Finally, all staff will have more time to check how well you are doing and what you need to do to improve further.

Very best wishes and good luck for the future

John Heap

Lead inspector