

# Bryning with Warton St Paul's Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	119547
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	313333
<b>Inspection dates</b>	5–6 February 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>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	206
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Daphne Durham
<b>Headteacher</b>	Mrs Elizabeth Morey
<b>Date of previous school inspection</b>	1 March 2004
<b>School address</b>	Lytham Road Warton Preston Lancashire PR4 1AH
<b>Telephone number</b>	01772 632364
<b>Fax number</b>	01772 631253

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Bryning with Warton St Paul's Church of England Primary School is a below average size school. Most pupils are of White British heritage. A below average proportion of the pupils are eligible to receive free school meals. The school for a number of years has had a higher than average proportion of pupils joining and leaving at various times throughout the year. Skill levels on entry to the school are below those typically found nationally. The school has won many awards including healthy eating awards.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school with some good features. Pupils' personal development, including spiritual, moral, social and cultural development is good, and this contributes to good behaviour and a willingness to learn. The school provides a good level of personal care that is securely based on Christian teaching and pupils feel safe, secure and valued. Most parents think pupils enjoy school and some feel that links between the school and parents could be better. Since the previous inspection standards in Year 6 declined from above average to broadly average, however standards are now starting to rise. The school has satisfactory capacity to improve further.

Pupils' achievement is satisfactory. Pupils enter Year 1 with skills that are typical for their age. Pupils make satisfactory progress, and by Year 6 standards are broadly average. The 2007 end of Year 6 national test results were average in English, mathematics and science. Inspection evidence shows standards are rising with clear signs of improvement in mathematics. A recently introduced system to track pupils' progress informs teachers whether pupils are making the progress of which they are capable. The information is not yet used by all staff to ensure that work in lessons is well matched to pupils' abilities. The quality of teaching and learning overall is satisfactory and there are some examples of good teaching. Teachers and support staff have good relationships with the pupils and classes are managed well. The quality of teachers' marking is inconsistent and pupils do not always know how to improve their work. In all classes, pupils with learning difficulties are supported well and as result they are integrated fully into lessons and make good progress.

Pupils feel safe in school and are confident that they could turn to a member of staff if they have any concerns. They are proud to be school council members and talk enthusiastically about their efforts to encourage their fellow pupils to do what they can to look after the environment. Pupils are very aware of the importance of leading a healthy lifestyle and are given good opportunities to take on responsibilities across the school. Attendance is satisfactory. Pupils enjoy taking part in a range of activities and visits. Good arrangements are in place to ensure that pupils are safe and that their social and emotional needs are met. The school is successful in ensuring that all pupils work and play well together. Pupils who join the school midway through the year are made to feel very welcome and integrated fully. Pupils are adequately prepared for the next stage of their education.

The curriculum is satisfactory overall and contributes well to pupils' personal development. It includes some good activities that enrich pupils' learning and offers pupils a good range of extra-curricular activities. Pupils in one class talked enthusiastically about their recent visit to a nuclear power station, and the work done in school linked well with the visit. The school has recognised that opportunities for pupils to develop their writing skills need to improve.

Leadership and management are satisfactory overall. The school has a strong commitment to ensuring pupils' good personal development. Following a period of staff disruption a new senior leadership team is focused on raising standards, particularly in writing, but the plans and actions are in the early stages and there is still much work to be done. Governance is satisfactory and, under the leadership of the newly appointed knowledgeable chairperson, governors are starting to take a more strategic role in supporting and leading school development. The school's evaluation of its own effectiveness is generous, but it has recognised the right things to move the school forward. The school provides satisfactory value for money.

## Effectiveness of the Foundation Stage

### Grade: 2

Children start school with skills that are below those typical for their age. By the end of the Reception Year, most children have made good progress and as result their skills are broadly typical when they enter Year 1. A good emphasis is placed on helping children to learn to be kind and friendly. Activities led by teachers and tasks to promote the basic skills of speaking, listening, reading, writing and number are taught well. Children are given plenty of opportunities to initiate their own learning. Children are becoming confident in reading simple sentences as demonstrated by their willingness to read out aloud the instructions on how to make a pancake. They also enjoyed making and eating them as part of the Shrove Tuesday celebration. Teaching is of a good quality thereby ensuring that all activities have sufficiently clear outcomes for children to ensure they get the maximum learning from each experience. The school makes best use of the outside area and plans are in place to improve outside provision. Improvements have been made to the assessment procedures following discrepancies being identified in assessments made in the previous year.

### What the school should do to improve further

- Ensure that leaders implement rigorously plans and actions for improving academic standards and achievement, particularly in writing.
- Make better use of information on pupils' progress to plan work that matches their abilities and promotes good progress.
- Improve marking so that pupils have a clear understanding of how to improve their work.
- Improve communication and partnership with parents.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Achievement and standards

### Grade: 3

Pupils' achievement is satisfactory and standards are average. Pupils make a good start in Foundation Stage. Their progress in Key Stage 1 and 2 is satisfactory. The 2007 national tests results for Year 6 were average. The school's assessment information shows that standards are rising in the current Year 6 in English and science, and particularly in mathematics. Teachers' assessments at the end of Year 2 show standards are broadly average in reading, writing and mathematics. There is some indication that assessment information is beginning to be used more effectively to help improve pupils' progress, but it is too early for this to have a significant impact. The achievement of pupils in developing their writing skills has rightly been identified by the school as a weakness and is now the major focus for school improvement. Pupils with learning difficulties benefit from effective support which ensures good achievement.

## Personal development and well-being

### Grade: 2

Pupils' personal development is enriched by good spiritual, moral, social and cultural development. Pupils enjoy school and their behaviour is good. They understand and follow the school's expectations, work hard and help each other in a very friendly manner. Their satisfactory attendance supports parents' views that pupils like school. Pupils report that they feel secure

in school and appreciate the option of placing their concerns in the class 'worry box'. They say that bullying is rare. The good links with the community successfully promote their good social skills. Pupils are proud of being members of the school council and of being school prefects. They talk enthusiastically of the role they play in shaping the school and the support they give to charities. Pupils have a very good awareness of the world around them, and know that it is important to consider the needs of others. Pupils understand the importance of a healthy lifestyle. They look forward to having their 'walk to school' certificates stamped. Pupils' ability to work together and their developing basic skills in literacy and numeracy prepare them adequately for the next stage of their education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory overall, and there are examples of good teaching. Teaching assistants provide good support. Good relationships that help pupils become keen learners lie at the heart of teaching and learning. A good emphasis is given to developing basic literacy and numeracy skills but pupils' work is not always presented well. Throughout the school, teachers and support staff are successful in managing pupils' behaviour. Pupils with learning difficulties receive effective support and hence make good progress. Teachers do not always use information on pupils' progress to plan work carefully enough. Consequently, work in lessons does not always match pupils' abilities or lead to enough progress, especially in writing. Pupils have good opportunities to discuss their work with each other and this contributes well to their speaking and listening skills. Occasionally teachers do not question pupils well enough in the opening part of lessons to be sure that all pupils understand what they have to do. There are inconsistencies in the use of teachers' marking so that pupils are not always clear about how to improve their work.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum makes a good contribution to pupils' personal development. Recent changes and improvements have ensured that pupils receive a satisfactory, broad and balanced range of activities. Plans to implement the Primary Strategy for literacy and numeracy are well underway. The school recognises the need to raise standards in writing and the need to develop the curriculum to give pupils a greater opportunity to develop their writing skills over a broader range. An impressive display of pupils' writing linked to a history project shows that steps are being taken in the right direction. The curriculum is enhanced by the good range of extra curricular activities including musical activities. Good sporting opportunities promote healthy lifestyles well. Visits are varied and bring learning to life. A residential visit to France is organised and this helps the pupils to develop their personal and social skills and their awareness of the wider community we live in. Visitors, including diocesan representatives, bring their own expertise and experiences to help pupils' understanding. There are good links with local industry.

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

#### **Grade: 2**

Exceptionally good systems are in place to ensure pupils' personal care and support.

Every child's personal, emotional and social needs are a high priority, especially those pupils arriving at times other than the usual start in Reception. Much time is spent with individual pupils when they arrive at the school to ensure that they settle in happily and are ready to learn. Pupils feel safe, are well looked after and willing to turn to adults in school for support and advice. Staff ensure that all safeguarding procedures are in place, including those necessary for school visits. Vulnerable pupils are well cared for and links with external agencies to support their needs are very good. Procedures for tracking pupils' academic progress have been recently developed. This information is beginning to be used to identify where pupils are falling behind and make sure they are given the right support

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. The headteacher sets a clear educational direction and has assured pupils' good personal development through a period of unavoidable disruption to staffing. The new senior leadership team is getting to grips with raising standards but there is still much work to be done, particularly in using information on academic performance to help improve pupils' progress. School plans to boost pupils' academic performance are beginning to be implemented and standards are starting to rise. The school has a satisfactory capacity to improve.

Parents are consulted about their views and are generally happy about the support their children receive. However, some parents feel communications between home and school are not as good as they should be. Although the school has an adequate overview of its strengths and weaknesses, its judgements on the school self evaluation form, particularly with reference to pupils' achievement, are over generous. The governors are supportive and ensure that all statutory requirements are met.

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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?	3
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	3

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
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?	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	2
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	3

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
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?	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>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
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	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

7 February 2008

Dear Children

Inspection of Bryning with Warton St Paul's Church of England Primary School, Lancashire, PR4 1AH

I am writing to you to thank you for your help during my visit to your school and to share with you my opinions about it. I was impressed by how friendly and polite you are, not just with me, but most importantly with each other. Most of the time you behave very well and you usually work hard and try your best in lessons. I enjoyed sampling the pancakes, made by children in the Reception class, which were delicious!

I agree with you that your headteacher and teachers are very caring and help you very much if you have a problem or personal issue. The younger children in the Reception class get a great start to school life. You make progress in English, mathematics and science but many of you could do better and I have asked the school to work with you to do this. One thing I have suggested is that staff look very carefully at how they mark your work so that you know exactly what to do to improve. I have asked the school to use all that they know about how well you are doing to ensure that you are given work that really helps you to do your best. The school now has a far better idea about what to do if you are not making the progress you are capable of and as a result steps are beginning to be taken to help you. I feel you could all put in that extra effort to improve the way you present your written work. All the jobs you do in school and the way many of you help others, for example at lunchtimes, is certainly helping you to become good citizens of the future. It is good to see that many of you know what you need to do to be safe and keep healthy and fit.

Your school provides all of you with very caring place to learn. You are given lots of help by teachers and teaching assistants which means that you are safe and secure at all times. I have asked the senior staff in the school to find ways of raising standards further. I have also suggested that the school keeps in touch with your parents regularly, and listens carefully to what they have to say.

I hope you continue to enjoy school and wish you the very best for your future.

Yours sincerely

Geoffrey Yates

Lead inspector