

# Brabins Endowed School

## Inspection report

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<b>Unique Reference Number</b>	119395
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	327017
<b>Inspection date</b>	7 May 2009
<b>Reporting inspector</b>	Michael Onyon

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	59
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Martin Wheatman
<b>Headteacher</b>	Mrs Glynis Goldsbrough
<b>Date of previous school inspection</b>	28 February 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Longridge Road Chipping Preston Lancashire PR3 2QD
<b>Telephone number</b>	01995 61596
<b>Fax number</b>	01995 61828

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<b>Age group</b>	4–11
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## Introduction

The inspection was carried out by two additional inspectors. The inspectors evaluated the overall effectiveness of the school and investigated the following issues:

- the quality of provision for children in the Early Years Foundation Stage
- pupils' achievement and standards particularly in writing and science
- the impact on learning of pupils' personal development and well-being, as well as care, guidance and support
- the breadth of curriculum extension and enrichment.

Evidence was collected from the school's self-evaluation, nationally published assessment data and classroom observations. Discussions were held with staff, pupils and governors, and parents' questionnaires were scrutinised. Other aspects of the school's work were not investigated in detail but inspectors found no evidence to suggest that the school's own assessments, given in its self-evaluation, were not justified.

## Description of the school

The school is smaller than most and draws pupils from the village of Chipping and the surrounding rural area. Most pupils are of White British heritage and all speak English as their first language. The area is socially and economically advantaged and the proportion of pupils eligible for free school meals is well below average. The proportion of pupils with learning difficulties and/or disabilities is low. Children in the Early Years Foundation Stage are provided for in a shared Reception, Year 1 and Year 2 class. Pupils in Years 2 to 6 are taught in two mixed-age classes. The school holds a number of awards including International Schools Award, the International Eco Award, Basic Skills Quality Mark, Activemark and Healthy School status. There is a before and after-school club and full day care on site, which is run by a private provider and did not form part of this inspection.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

Brabins is an outstanding school providing education and care of the highest quality, where pupils of all ages learn and play happily together. The headteacher's commitment and inspirational leadership have created an excellent learning environment at the heart of the village community. Parents are overwhelmingly supportive, describing the school as 'excellent, with extensive opportunities provided for the children'. They say their children really enjoy school, that it has a welcoming, learning atmosphere and helps children develop a strong sense of moral and social responsibility. The school's commitment to promoting pupils' environmental understanding is a major strength that permeates and enriches all aspects of the excellent curriculum and is recognised nationally as a model for other schools.

Pupils' achievement is outstanding. They make excellent progress throughout the school; standards have been consistently high over a number of years, and remain so. Pupils often exceed their targets and a large proportion reach the higher level in all subjects. Performance is particularly strong in English and mathematics; current data also indicate that the school's focus on relative improvements in writing and science have led to better outcomes, with more pupils on track to reach the higher levels. Staff successfully capture pupils' natural curiosity very successfully and build the questioning skills pupils need to develop independent learning. Very good support from skilled teaching assistants and suitably adapted work ensure pupils with learning difficulties and/or disabilities make excellent progress in relation to their capabilities.

The school's outstanding provision for personal development and spiritual, moral, social and cultural development enables pupils to become increasingly mature, thoughtful and reliable. They often reflect on their learning and show great respect and support for each other, for example, when listening to other pupils in a mathematics lesson, who needed help in understanding how to use particular strategies to solve problems. They support community events. For example, they greatly influence activities showcased during an open evening, acting as hosts to visiting parents and community members. Excellent attendance, exemplary behaviour and enthusiastic attitudes contribute strongly to pupils' outstanding achievement. Pupils move responsibly around school and in the playground, with careful regard for their own and others' safety. They say there is no bullying; they know the staff will always listen and help if they have worries. Pupils have very good knowledge of health matters and are proud of their recycling and gardening activities, saying, 'We help to sustain our environment'. This is demonstrated in the numerous collection points for materials to be recycled. Pupils share their knowledge with the village community by actively engaging in a number of events to promote sustainability. Pupils are extremely well prepared for the next steps in their education and demonstrate very good awareness and understanding of issues that affect their lives now and in the future.

Teaching is of the highest quality and provides lively, well-planned lessons with appropriate challenge for pupils of different levels of ability. Well-targeted, open questions promote pupils' thinking and reasoning skills most effectively. Excellent relationships boost pupils' confidence; pupils described their teachers as 'making learning interesting and fun'. As a result, they take responsibility for their learning. They are very keen to do their best and reach their learning targets. The excellent curriculum is well balanced, suitably adapted for all learners and provides innovative, creative learning opportunities, very effectively building pupils' skills and attributes. Information and communication technology is used very effectively and imaginatively to support learning; for example, older pupils particularly enjoy preparing and presenting a weekly radio

broadcast. The wide variety of enrichment activities includes visits, visitors, expert tuition in music, learning French and a range of after-school clubs. Pupils say they enjoy taking part in activities with other schools, for example, the annual residential visit undertaken with pupils from another small school. Activities related to learning about sustaining the environment extend learning across the whole curriculum and help to build strong links with several other schools.

Parents agree that their children are supported very well and extremely well cared for. All safeguarding arrangements meet current requirements. Strong partnerships with external agencies and local schools provide activities and further support. The academic progress of individuals is tracked and monitored very thoroughly. Pupils know their learning targets and have opportunities to check how well they are doing, giving them greater responsibility for their own learning. Most lessons provide opportunities for pupils to reflect on what they have learned and to consider how they might improve their work.

Outstanding leadership at all levels has a strong and determined focus on improving provision for every pupil. The school is continuously seeking to improve what it offers to pupils to enable them to do as well as they can. Leaders monitor performance through searching and accurate self-evaluation, resulting in well-targeted plans and professional development. Excellent, well-informed governance brings a range of supportive skills and expertise, providing challenge to hold the school to account. Skilful financial management gives excellent value for money. Arrangements to promote community cohesion are exemplary and give pupils a very good understanding of different lifestyles; they speak proudly of their links with other schools in this country and in Canada and New Zealand. The links have helped to improve understanding of other cultures and to establish links between the village and its global neighbours. Issues from the previous inspection have been fully overcome. Excellent arrangements for equal opportunities ensure all pupils are included in all activities and the diverse needs of pupils are very well provided for. The school has outstanding capacity for further improvement.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Children begin with skills above those generally found in children of their age. They make good progress and, by the time they begin Year 1, standards are above average across all the areas of learning. Many children show mature social skills and the ability to concentrate well. Most have reached the levels expected for their age in all the learning goals, and some have exceeded them. This is because teaching is good and well planned. The children benefit greatly from a number of activities shared with the older pupils in the class. As a result, their personal development and welfare are excellent. Adult-led activities have a clear purpose and learning is developed systematically, although it is not always as much fun as it might be. Activities provided for the children to choose from are occasionally too diverse and learning intentions unclear. The balance between indoor and outdoor learning opportunities is good. Adults direct outdoor learning opportunities with a clear focus and often develop children's speaking and social skills very effectively. Children learn to live healthy lifestyles, eating healthily and taking regular exercise. Support for children with learning and emotional difficulties is good. Children's progress is assessed effectively. Leadership is good. Staff are reflective and self-critical with a good knowledge of the stages of children's development. Relationships with parents and other Early Years providers are very good and reinforce children's good progress.

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

- Refine provision in the Early Years Foundation Stage, to build on good practice and further the children's natural enthusiasm for learning.

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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
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?	1
The capacity to make any necessary improvements	1

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

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



## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	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
The extent to which 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	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Dear Pupils

Inspection of Brabins Endowed School, Lancashire, PR3 2QD

Thank you for giving my team and me such a warm welcome when we inspected your school. You were all so friendly, polite and helpful. We could see that you love school and your parents agree. It was good to hear the singers and musicians during assembly and we enjoyed visiting lessons and talking with members of the Eco-Committee. Children make a good start in Reception and your school is outstanding.

These are some of the things about your school that are particular strengths:

- the leaders, staff and governors
- the standards you reach and the progress you make
- your personal development and the way the school guides and cares for you
- the way the excellent curriculum is extended and enriched.

You make excellent progress all through the school and, by the time you leave Year 6, you reach standards well above those usual for your age. You all work very hard and are keen to try everything the school offers. You are caring, considerate pupils who are very aware of the needs of others. Your excellent behaviour is a real credit to you, your school and your parents!

Something that really impressed the team was your excellent knowledge of the environment and how you protect and sustain it. Your school proudly flies the green flag to denote your International Eco School award and you certainly know all about recycling, composting and growing vegetables. I know you take part in many activities with many organisations in your community and the village, and you told the inspectors how much you enjoy meeting and working with children from other schools.

I have asked the school to provide even better opportunities for children in the Early Years Foundation Stage to help them to enjoy all their learning activities.

With very best wishes to you all.

Yours faithfully

Michael Onyon

Lead inspector