

Burnley Brunshaw Primary School

Inspection report

Unique Reference Number	119217
Local Authority	Lancashire
Inspection number	339380
Inspection dates	7–8 July 2010
Reporting inspector	Andrew Scott

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	438
Appropriate authority	The governing body
Chair	Mr J Halshaw
Headteacher	Mr N Tranmer
Date of previous school inspection	21 May 2007
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Introduction

This inspection was carried out by four additional inspectors. The inspectors observed 23 lessons taught by 15 teachers. They observed other activities, including play times, and held meetings with governors, staff and pupils. They analysed the school's documentation, data on pupils' progress, welfare arrangements and 150 questionnaires that were returned by parents and carers, as well as others from pupils in Key Stage 2 and from staff.

- the sustainability of the recent improvement in standards and achievement of pupils in Key Stage 1, especially those of boys
- the extent to which teachers' expectations of pupils are consistently good in all subjects and all year groups
- the variety and creativity of the curriculum and its use to promote basic skills, including information and communication technology (ICT)
- the pupils' understanding of the broader community and its range of cultures

Information about the school

This is a large, urban school. The proportion of pupils known to be eligible for free school meals is above average. Almost all pupils are from White British families. The number of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is broadly average.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. It has a number of outstanding features, in particular the quality of its care for pupils and their families. Each pupil is considered special and is enabled to access all that the school provides, whatever their academic or personal needs. Excellent links with families and agencies outside school help staff to support pupils, including the pupils most in need, skilfully and sensitively. Parents and carers are delighted with the school. They praise the headteacher and staff for the welcoming, warm and inclusive ethos that pervades the school.

Pupils feel extremely safe in school and generally behave well. They look after one another readily; older pupils keep a watchful eye on younger pupils at break times and often lead their play activities. Pupils develop considerable self-esteem because staff value their ideas and contributions and not only via the school council. The school's promotion of community cohesion is outstanding. The many and varied visits, visitors and links with other schools give the pupils an excellent understanding of the different cultures and lifestyles in the United Kingdom and overseas.

Pupils achieve well in their work, throughout the school, and standards are broadly average by Year 6. Attainment has improved recently in the Early Years Foundation Stage and Key Stage 1, including the achievement of boys. Teaching is good overall, occasionally outstanding and sometimes satisfactory. The good rapport between staff and pupils means that pupils concentrate well in lessons. Teachers, mostly, plan work well to meet pupils' needs, based on careful assessment, and explain new learning well. However, their planning is often quite rigid and does not provide enough scope for pupils to develop literacy and numeracy skills across the curriculum and for pupils to manage aspects of their own learning. Marking is supportive, yet does not routinely inform pupils about how they can improve. Children in the Early Years Foundation Stage benefit from a good range of learning experiences, but the school has not fully developed opportunities for learning outdoors.

The shrewd, empathetic and enthusiastic leadership of the headteacher has ensured the continued success of this school. He is supported well by senior staff and governors, who share his vision and are effective in their various responsibilities. The school's self-evaluation is very accurate; for example, the school knows it does not do enough to promote ICT in all its facets. However, judgements do not always show enough of a balance between strengths and weaknesses. Even so, improvements in attainment, the quality of care, partnerships and community cohesion show that the school has good capacity to sustain improvement.

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What does the school need to do to improve further?

- Improve the impact of teaching on learning by ensuring that:
 - lesson planning is more flexible, to provide richer opportunities for literacy and numeracy and more scope for pupils to manage aspects of their own learning
 - teachers' marking gives clearer advice to pupils about how to improve the quality and neatness of their work
 - the quality of teaching is evaluated, with a better balance of judgements
 - outdoor learning for children in the Early Years Foundation Stage is more diverse.
- Raise the profile of ICT by:
 - improving staff training so that teachers can maximise opportunities to use computers, including interactive whiteboards, to reinforce learning
 - enabling pupils to use computers and other equipment as often as possible, to strengthen their ICT skills and to support their learning in all subjects.

Outcomes for individuals and groups of pupils

2

Pupils enjoy school and have positive attitudes to learning. They are attentive in lessons, cooperate well with one another and are eager to learn new things. Good behaviour means that little time is lost in lessons. Pupils are capable of maintaining a good pace of work, yet do not always show a sense of urgency in completing it. They enjoy a good challenge and take a pride in doing well, although many do not take enough care with the presentation of their work.

Standards by Year 6 are broadly average in English, mathematics and science. This represents good achievement for all pupils, including those with special educational needs and/or disabilities, from their starting points. Standards fluctuate a little, depending on different year groups; for example, they were above average in 2009. The school has done well to raise standards in Key Stage 1, through a concerted focus on language development, and has succeeded in raising boys' achievement also. Pupils do not have enough opportunities to use technology in lessons to ensure they have effective skills in ICT.

Pupils feel totally secure in school, physically and emotionally, safe in the knowledge that all staff respond promptly and very effectively to any concerns. Occasional incidents of bad behaviour are swiftly resolved. Pupils are increasingly adopting a healthy lifestyle, but sometimes struggle to choose nutritious options at lunchtime, especially in their lunchboxes. Pupils are fully involved in decision-making in the school and they immerse themselves in local events; they encounter a wide range of religions. Each year group has very productive links with schools in such different places as Japan, Cornwall, South Africa and Iona. Pupils' sense of citizenship and understanding of other cultures are excellent. These outcomes, together with their very good social skills and some basic enterprise skills, prepare them well for the future.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

For the most part, teaching provides good challenge for pupils, makes learning interesting and produces a good momentum to learning in lessons. Teachers question pupils well to gauge understanding and present new learning adeptly, although they do not make the best use of interactive whiteboards. They use assessment data well to set work for different groups of pupils. All staff are good at advising and supporting pupils in lessons; marking in books is less helpful to the pupils' progress. Teachers ensure that learning is well structured, but their planning does not put the learning of key skills in context often enough and allow pupils some freedom to learn in their own way and at their own pace.

The curriculum is very well enriched by an extensive array of different experiences. Invertebrate hunts with a local expert, a backstage theatre visit, judo and cross-country clubs and a visit by a local bank to talk about financial responsibility typify the variety. There is considerable support for pupils' personal and social education and a constant, if somewhat rigid, focus on core skills in literacy and numeracy. This approach is much less apparent in ICT; pupils do not have use of computers and other technology

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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regularly enough to develop their skills. The school has done well to introduce a more creative curriculum in lessons, but knows that there is still some way to go before it is fully effective.

The school takes impressive care of its pupils. Despite the large number of pupils, they are all seen very much as individuals with individual needs. Every avenue is explored to support those most in need, not just in terms of utilising the right external expertise or by constant nurture, but also through very sensitive and practical guidance in lesson time. As a result, pupils who arrive at school with behavioural or emotional issues play a full part in school life within a reasonable timescale. The school has worked hard to improve attendance with some success, but not enough to raise it to above average.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The leadership of the school is cohesive, forward-looking and dedicated to the well-being of pupils. There is a relentless focus on ensuring that every child not only does matter, but also has equal opportunities to succeed. Discrimination of any kind is simply not tolerated. The experienced leadership of the headteacher has ensured an astute and equitable delegation of responsibilities among staff, while maintaining a firm overview. The leadership of pastoral care and community development is particularly impressive. The professional development of teachers places great store on very pertinent training to keep staff refreshed and up-to-date.

Governors are fully involved in the development of the school and their varied expertise benefits the school, for example in religious and curricular matters. They ensure statutory requirements are well met, including safeguarding arrangements such as child protection and risk assessments. The school has a clear and accurate view of itself. It knows, for example, where teaching could be improved. ICT has featured as a key priority this year and the school knows there is still work to do. The monitoring of teaching is frequent and informed, although evaluations are not as balanced as they should be.

The school has done an excellent job in promoting community cohesion. It has a sharply focused action plan based on a rigorous analysis of existing provision. Pupils of all ages shoulder responsibility capably. Enlightened links with partner schools and other organisations make pupils very aware of differences and generate tolerance. Similarly, the school leaves no stone unturned in its links with families, other schools and key

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agencies to boost the pastoral support for pupils and expand curricular experiences. Overall, the school is in good shape and serves its community very well.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children benefit from a good start to school in the Nursery and Reception classes. They enter the Nursery with skills levels and abilities that are below average for their age and sometimes lower, especially in language and social skills. They make good progress through the two years. Their attainment has been improving in recent years because of a more structured approach to teaching, especially of language, and most children now reach the age-related expectations by the end of the Reception Year. Teaching is very focused on basic skills. Good provision for the teaching of letters and sounds is boosting children's confidence in early reading and writing.

Through the varied activities and constant, intuitive guidance from the many adults, children learn quickly. They acquire good skills in their behaviour and consideration for others and many are confident speakers. However, there is not enough variety and stimulation in outdoor activities to provide an important extra dimension to their learning. Children are very happy at school and, rightly, feel safe because welfare arrangements are thorough and the same mantle of care is found here that exists elsewhere in the school. The leadership of the Early Years Foundation Stage is effective because of the way staff are managed and attainment improved.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers hold the school in high regard. Almost all parents and carers who returned the questionnaires had nothing but praise for the school. Their comments revealed particular appreciation for the positive, 'brilliant' atmosphere, the effective leadership of the headteacher and senior staff, the approachability of all staff, and the fact that their children are happy at school. The inspection team agrees with these views. A very small number of parents and carers raised individual issues but there was no common expression of concern.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Burnley Brunshaw Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 150 completed questionnaires by the end of the on-site inspection. In total, there are 438 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	115	77	34	23	1	1	0	0
The school keeps my child safe	118	79	28	19	1	1	1	1
The school informs me about my child's progress	103	69	45	30	1	1	0	0
My child is making enough progress at this school	111	74	38	25	1	1	0	0
The teaching is good at this school	110	73	37	25	2	1	0	0
The school helps me to support my child's learning	108	72	42	28	0	0	0	0
The school helps my child to have a healthy lifestyle	95	63	54	36	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	110	73	38	25	0	0	0	0
The school meets my child's particular needs	112	75	37	25	0	0	0	0
The school deals effectively with unacceptable behaviour	97	65	44	29	7	5	0	0
The school takes account of my suggestions and concerns	84	56	61	41	2	1	0	0
The school is led and managed effectively	123	82	27	18	0	0	0	0
Overall, I am happy with my child's experience at this school	124	83	25	17	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



9 July 2010

Dear Pupils

Inspection of Burnley Brunshaw Primary School, Burnley, BB10 4PB

I am writing to thank you for the part you played in the recent inspection of your school. My colleagues and I were pleased that you gave your opinions openly to us; as a result, we were able to get to know your school so much better.

We think that yours is a good school. Some parts are outstanding, including the quality of its care for you, your sense of personal safety and the way in which you become aware of the importance of community in school, in the locality and further afield, even as far as Japan. The school does a great job to work with your families and other people outside school to meet your individual needs. This boosts your self-confidence and helps you benefit equally from what the school has to offer.

You make good progress in your work. Standards are improving in the Nursery and Reception classes; more interesting activities outside would help a lot. Standards in Years 1 and 2 have also improved and boys have caught up girls in their literacy and numeracy. By the end of Year 6, you reach the same standards as other eleven-year-olds in the country. Your teachers succeed in making you work hard in lessons and providing the kind of work that challenges you. We would like there to be, though, more freedom in lessons for you to follow your own interests and work more at your own pace. We have also asked the school to give you more time to improve your ICT skills. We know all staff help you in lessons to understand your work and give good suggestions; we would like to see the same kind of help when they mark your books.

Your headteacher together with all staff and governors succeed in providing a happy and caring place for you. They are keen to bring new ideas and activities into the school but, sometimes, they need to improve their checking so that everything is as good as it seems. All in all, though, the school is doing well and continuing to give you a good start to life. We wish you every success for the future.

Yours sincerely

Mr Andrew Scott

Lead Inspector (on behalf of the inspection team)

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