

Slaidburn Brennands Endowed Primary School

Church Street, Slaidburn, Clitheroe, Lancashire, BB7 3ER

Inspection dates 23 January 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve well and make good progress throughout the school whatever their starting points.
- Teaching is consistently good across the school, with strengths in the teaching of reading in both classes.
- Pupils are very well known as individuals and receive good help and support when it is needed.
- High attendance reflects the fact that pupils enjoy coming to school and say that they feel very safe and well cared for.
- Pupils' behaviour is outstanding. Pupils get on very well with their teachers and with each other. Excellent behaviour in classes and around the school creates a very positive climate for learning.
- Pupils' spiritual, moral, social and cultural development is excellent.
- School leaders, including governors, have a clear view of how well the school is doing and where it can be further improved.
- The headteacher and all staff are firmly committed to doing the best for each pupil.
- Parents are extremely supportive of the school.

It is not yet an outstanding school because

- Sometimes pupils do not make as much progress as they could because the work they are given and teachers' questioning do not challenge them enough to think deeply and make more rapid progress.
- Teachers do not always give pupils clear enough guidance about what they need to do to improve their work, and do not always check that this guidance is followed.
- Pupils do well in mathematics, but their achievement is not as strong as in reading and writing: there are too few opportunities for them to use their mathematical knowledge and skills to investigate and solve problems in mathematics lessons and other subjects.

Information about this inspection

- Inspectors observed six lessons or part lessons taught by three teachers, including one observed jointly with the headteacher.
- Meetings were held with the headteacher, the Early Years Foundation Stage coordinator, and four governors, including the Chair of the Governing Body. Inspectors also met a representative from the local authority.
- Inspectors met a group of pupils to discuss their views of the school, and spoke informally to other pupils in lessons and during break and lunchtime.
- Inspectors looked at the work pupils were doing in lessons and in their books over time. They listened to pupils in Year 2 read and talked to them about their enjoyment of reading.
- Inspectors observed the work of the school and examined a number of documents. These included data concerning pupils' current achievement, development plans and performance management information. Inspectors also looked at records relating to behaviour, attendance and safeguarding arrangements.
- Inspectors took account of 16 responses to the on-line questionnaire (Parent View). They also considered seven responses to the questionnaires completed by staff for the inspection.

Inspection team

Robert Birtwell, Lead inspector

Additional Inspector

Mary Lanovy-Taylor

Additional Inspector

Full report

Information about this school

- The school is much smaller than the average-sized primary school with 50 pupils coming from 33 families.
- Pupils are taught in two classes, one comprising Reception and Key Stage 1 pupils and the other Key Stage 2 pupils.
- Almost all pupils are from White British backgrounds.
- The proportion of pupils known to be eligible for the pupil premium (funding for pupils known to be eligible for free school meals, looked after children and children from service families) is very low.
- The proportion of disabled pupils and those with special educational needs who are supported at school action is well below average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- The government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics do not apply in this school.

What does the school need to do to improve further?

- Improve the proportion of outstanding teaching and raise achievement, especially in mathematics, by:
 - making sure that teachers always plan work that challenges pupils to make the best possible progress, and that they ask questions that deepen pupils' understanding as well as checking and reinforcing their knowledge
 - ensuring that teachers give pupils very clear guidance about what they need to do to improve their work, and check that pupils follow this advice
 - providing more opportunities for pupils to use their mathematical knowledge and skills to investigate and solve problems in mathematics lessons and other subjects.

Inspection judgements

The achievement of pupils is good

- Children join the school in Reception with skills and knowledge that are broadly in line with those expected for their age. However, because of the small number of pupils there can be a wide range of abilities within each year group and from year to year. From their different starting points all pupils go on to make good progress by the time they leave.
- Children get off to a strong start in the Reception year and make good progress because of good teaching.
- Pupils continue to make good progress in Key Stages 1 and 2. In 2013 pupils' standards at Key Stage 1 were above average in reading and writing, and just below average in mathematics. At Key Stage 2 pupils' standards were above average in reading, and below average in writing and mathematics. However, the number of pupils in each year group is very low and the individual abilities of pupils vary widely from year to year.
- The school's system for checking how well pupils are doing shows that they make good progress from their individual starting points and achieve well throughout the school. This is confirmed by evidence from lesson observations and work in pupils' books.
- Pupils make strong progress in reading because it is well taught throughout the school. Pupils have regular opportunities to read, and skilled teachers and teaching assistants ensure that they have a good knowledge of phonics (letters and the sounds they make). The proportion of pupils reaching the expected standard in the Year 1 phonics check is well above average.
- The school has focused on writing recently and both teaching and achievement have improved. Teachers make sure that pupils' writing skills are secure and that they have opportunities to write in a variety of styles in different subjects. As a result, most pupils write well and have a good knowledge of spelling, punctuation and grammar.
- There is a strong focus on the teaching of numeracy skills. Although pupils make good progress in mathematics, it is not as strong as in reading and writing. They do not have enough opportunity to apply their mathematical knowledge and skills to investigate and solve problems both in mathematics lessons and across the curriculum.
- The most able pupils make good progress, but in common with other pupils in mathematics they do not always make as fast progress as they do in reading and writing.
- Pupils with special educational needs make good progress because their needs are well identified and they receive effective support from teachers and teaching assistants.
- Very few pupils are eligible for pupil premium funding but those that are, receive good support. There are too few pupils known to be eligible for free school meals to comment on their achievement and attainment in comparison to others.

The quality of teaching is good

- Teaching is consistently good across the school, and this ensures that pupils learn well over time.
- Teachers have good subject knowledge and are skilled when teaching mixed year groups in the two classes. They ensure that lessons are well planned to meet the needs of the wide range of pupils' ages and abilities.
- Teachers know pupils very well and there are excellent relationships between pupils and teachers. As a result, pupils enjoy lessons, have very positive attitudes to learning and are keen to do well.
- In a mathematics lesson, for example, Key Stage 1 pupils worked enthusiastically to improve their basic knowledge and skills involving money and different ways of adding and paying for items. Different pupils had different tasks depending on their age, needs and abilities, and these

were linked to everyday, practical situations. As a result the pupils made good progress.

- Whilst teachers have high expectations of what pupils can achieve, they do not always ensure that the work they set is challenging enough to enable pupils to make the best possible progress.
- Teachers mark pupils' work regularly and there is a good balance of praise and suggestions for improvement. However, pupils are not always given clear enough guidance about what they need to do to improve their work, and teachers do not always make sure that pupils have responded to this advice.
- Teachers use questions skilfully to check and reinforce pupils' knowledge, but do not always ask questions that challenge pupils to deepen their understanding and extend their learning.
- Teachers and teaching assistants work very closely together to provide effective intervention and support where it is needed. This support is well focused to meet the needs of individual and vulnerable pupils and ensures that they make good progress in line with other pupils.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour in lessons and around the school is outstanding. They are very polite and considerate and get on very well with each other and with adults in the school. This has a very positive impact on the climate for learning. Mutual respect and a strong, caring ethos are evident throughout the school.
- Pupils have very positive attitudes to learning. They show high levels of engagement in lessons and listen attentively to their teachers. They work independently and in groups very effectively and lessons proceed smoothly without any interruption to learning.
- Pupils are very proud of their school and greatly enjoy coming here. As a result, attendance is high and is improving.
- Pupils readily take on responsibility in a variety of ways. For example, older pupils help to care for younger children at lunchtime and on school outings and there is an active school council.
- School records show that poor behaviour is extremely rare and that the excellent behaviour seen during the inspection is typical. There have been no exclusions and no instances of racist or discriminatory behaviour for several years.
- The school's work to keep pupils safe and secure is outstanding. Pupils say they feel entirely safe in school and are very well cared for. They know how to keep themselves safe in different situations, including when using the internet. They have a good awareness of different types of bullying, but say that it is very rare in school. They would report it and are confident that it would be sorted out very quickly.
- Parents who responded to the Parent View survey agreed unanimously that their children are happy and feel safe at school, and that they are well looked after and behave well. Inspection evidence confirms this.

The leadership and management are good

- The headteacher has a clear vision for the school and its future development. This is shared by staff, governors and parents and shown by the very strong support for the school in the parent and staff questionnaires. There is a calm, orderly and very happy atmosphere throughout the school.
- School leaders have a clear view of how well the school is performing and where it needs to do better. They have maintained the strengths identified at the previous inspection and improved identified weaknesses. Consequently, the impact of actions taken to improve the school is now measured in relation to pupils' achievement, and they have developed a common and consistent approach to marking. As a result, the quality of teaching and pupils' achievement have

improved.

- Leaders have an accurate view of the quality of teaching. The school improvement plan focuses on further improving teaching and raising pupils' achievement. Staff training is closely linked to these areas and individual needs of staff.
- The school knows its pupils very well as individuals. There are effective systems to check the progress that each pupil is making, and any underachievement is addressed by providing extra help or support if it is needed. This ensures that all pupils in the school achieve well and shows the school's commitment to equal opportunity.
- All staff in this small school readily and effectively take on responsibilities and are committed to ensuring that all pupils make the progress they are capable of.
- Information on pupils' progress is taken into account when judging how well teachers are doing, and is considered when making decisions about their pay.
- The well planned curriculum is enriched by a good range of clubs, trips and visits including sport, drama, music and cultural activities. Older pupils spoke enthusiastically about a schools' concert in Blackburn cathedral and a residential outdoor activities visit they had been on.
- Links with other schools, both local and abroad, mean that pupils have experience of a wider range of experiences and cultures. For example, there are sporting links through the local school sports partnership and pupils have pen-pals in Thailand. Together with its Christian values and close links with the local church, these contribute to pupils' excellent spiritual, moral, social and cultural development.
- The school is using the additional primary school sports funding successfully to improve the quality of physical education in the school by bringing in specialist teachers and coaches to take lessons and train staff, and to broaden the range of sporting activities offered. This is having a positive impact on pupils' physical wellbeing and healthy lifestyles.
- The local authority provides light touch but effective support for this good school.
- **The governance of the school:**
 - Governors are well informed about the quality of teaching and pupils' achievement. They know how well the school is doing and where it needs to improve. They are very supportive of the school, and make frequent visits in a variety of capacities. Governors challenge the school and hold it to account through an effective sub-committee structure and by asking 'awkward' questions about whether pupils are doing well enough. Governors know how pupil premium funding is spent and the impact it is having. They set challenging targets as part of the headteacher's appraisal and make sure that pupil performance is considered when making decisions about the pay of teachers and teaching assistants. Governors ensure that the school's finances are well managed and are clear that they meet all statutory duties, including those related to safeguarding.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	119474
Local authority	Lancashire
Inspection number	439583

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	50
Appropriate authority	The governing body
Chair	Edward Ireland
Headteacher	Charlotte Peregrine
Date of previous school inspection	13 January 2009
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