



Slaidburn Brennands Endowed Primary School

Inspection Report

Unique Reference Number 119474
LEA Lancashire
Inspection number 280569
Inspection dates 25 May 2006 to 25 May 2006
Reporting inspector Mrs Lynne Read

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

Type of school	Primary	School address	Church Street
School category	Voluntary aided		Slaidburn
Age range of pupils	4 to 11		Clitheroe, Lancashire BB7 3ER
Gender of pupils	Mixed	Telephone number	01200 446664
Number on roll	38	Fax number	01200 446664
Appropriate authority	The governing body	Chair of governors	Mr Neville Harrison
Date of previous inspection	1 March 2000	Headteacher	Mrs Barbara Milne-Redhead

Age group 4 to 11	Inspection dates 25 May 2006 - 25 May 2006	Inspection number 280569
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This is a very small primary school serving a widespread and diverse rural community, close to Clitheroe in Lancashire. All pupils are of White British heritage. No pupil claims a free school meal. When children enter Reception, their development is generally around that usually seen for the age group, although there are very wide variations in their experiences and previous learning. The proportion of pupils who have learning difficulties and/or disabilities is broadly average, while the number with a statement of special educational need is above average. Because of the lack of pre-school provision in the area, the school runs an extended induction programme to prepare children for the Reception class.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Slaidburn Endowed Primary judges itself as a good school; inspection findings agree and have identified some outstanding features. Parents commend the school highly. Good partnerships with families, the community and outside agencies provide many benefits to pupils' learning. The school provides good value for money.

Children are given a good start to their education in Reception and make good progress in Years 1 to 6. Pupils achieve well and, by the time they leave Year 6, they are achieving results which are above the national average overall, and well above in science. Staff are now keen to raise the above average standards in English and mathematics to match those in science.

The school has particular strengths in the ways it cares for, guides and supports its pupils, and in the outstanding enrichment of the curriculum. These factors support pupils' good progress and their outstanding personal development. Teaching is good throughout the school with outstanding features in science. The headteacher provides outstanding leadership that successfully drives the school forward. Management is good with a better delegation of responsibilities developing.

The school has an accurate knowledge of its strengths and the development plan is focused securely on areas that need improvement. There have been good improvements in standards, the curriculum and provision for the Foundation Stage children since the previous inspection. With such a good track record, there is very good capacity for the school to improve even further.

What the school should do to improve further

In order to continue the drive for excellence, the school should work towards extending the good progress in English and mathematics to match the outstanding progress seen in science.

Achievement and standards

Grade: 2

This is a school where standards are rising; they are above average in English and mathematics and the progress of both boys and girls is good. Progress in science is outstanding and standards are well above average; in line with the top 5% of schools nationally. Pupils who have learning difficulties progress well along their individual programmes of study and the more able pupils attain high standards.

Children's development is around average when they enter Reception, although there are very wide variations. They make good progress as independent learners and in their personal and social development. By the end of the year, the majority have reached the expected learning goals and some have exceeded them.

In Years 1 and 2 pupils make good progress. Attainment for Year 2 is improving: standards were above average in 2005 and are likely to be so for this year. Across Years

3 to 6, pupils make good progress in English and mathematics and outstanding progress in science. The results in mathematics were lower than in the other two subjects in 2005 but the school's detailed records and pupils' work show a good improvement with a higher percentage now working at Level 5.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being are outstanding. Pupils love school and talk enthusiastically about the extensive range of experiences provided for them. Attendance is well above average. Behaviour and attitudes to school are outstanding and pupils exhibit very good self-discipline.

Spiritual, social and moral development is promoted extremely well. Pupils learn about the responsibilities of living in a community and have a good voice in decision-making. They have a secure understanding of right and wrong and are extremely considerate of each other's needs. Strong links with the church promote very good spiritual awareness. Cultural development is good. Pupils have a sound understanding of various cultures in society and show good respect for beliefs that are different from their own.

Pupils are well aware of the benefits of healthy diets and exercise. Their views are sought and valued so they have a say in the running of the school. Pupils' involvement in enterprise projects and charity fundraising, together with good standards in the core skills, means they are well placed to secure a positive economic future for themselves.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good overall and there are outstanding features in the teaching of science. Pupils benefit from teachers' specialist skills, for example, in science, history, physical education, art and information and communication technology (ICT). Very interesting tasks challenge pupils' thinking and are designed to match their preferred learning styles. For example, practical activities very effectively promote skills in problem solving, investigating and personal study. These are especially strong features in the teaching of science.

Information from the constant assessments of learning is used well to ensure that tasks build well on previous learning and challenge the increasing number of talented pupils. Teachers give good oral feedback in lessons and through marking so pupils know how to extend their learning. Very good standards of accuracy and presentation in the work are the result of teachers' high expectations.

Teaching and learning in Reception are good, especially in promoting personal development and skills of independent learning. Throughout the school, well informed teaching assistants provide good, sensitive support for pupils who need extra help.

Supportive parents ensure that homework is completed to a good standard and some bring their skills into school to enrich learning.

Curriculum and other activities

Grade: 2

The school provides a good curriculum with an outstanding range of extra activities. These include visits, a residential holiday and special sessions taken by experts, for example, in sport, music or French. Extra-curricular clubs are popular, allowing pupils to pursue their interests and talents further. The curriculum meets boys' and girls' personal and learning needs very well. For example, lesson planning includes many short, often practical, activities to maintain interest and a fast pace to learning.

Good planning ensures that pupils have plenty of opportunities to consolidate their literacy, numeracy and ICT skills. The cycle of topics is well designed to build on pupils' developing skills and knowledge and to meet the needs of the various ages in each class.

A broad and interesting range of activities are provided for children in Reception so they can find things out for themselves. Staff are currently looking at ways of enhancing learning opportunities further to take full advantage of the new accommodation and resources.

Care, guidance and support

Grade: 1

Pupils' health, safety and protection are seen as paramount and this is an outstanding feature of the school. Governors and staff work hard to ensure that the relevant policies are in place and that they are followed systematically. Pupils say that there is no bullying in school and that they can talk freely with adults if they have a problem.

Induction arrangements for children starting school help to overcome the lack of pre-school provision in the area and are outstanding. Sessions run across the whole year prior to children entering Reception; consequently, parents say their children settle quickly to full-time education. Staff know pupils well and the trusting, excellent relationships underpin the excellent behaviour.

Children's academic needs are thoroughly understood. The children have clear targets for learning so they know how to improve and are increasingly involved in evaluating their own progress. These aspects are encouraging pupils to be thoughtful, independent and ambitious learners.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher provides outstanding leadership which has resulted in higher standards, better progress, and improvements to the curriculum and accommodation. The vision for excellence and the caring ethos

are shared by all staff who work enthusiastically to ensure that pupils are happy, do their best and have equal access to all activities.

Through their effective evaluation procedures, the headteacher and governors have a clear idea of what needs to be done and have a detailed action plan in place. New opportunities for the delegation of monitoring work are currently being explored which should help to spread the responsibilities for management – at present, mostly undertaken by the headteacher. The system of tracking pupils' performance and setting targets for further improvement in English, mathematics and science is very effective. It has led to improved attainment in mathematics this year.

The budget is expertly managed to create a separate teaching group for children in Reception and for the pupils in Key Stage 2 to be taught in two classes for the core subjects. These measures have led to improved provision in Reception and higher standards in Key Stage 2. The learning environment is very stimulating, administration is highly effective and standards of maintenance and cleanliness are high. These factors reflect a shared sense of pride among all adults at the school.

The governors are a well-informed and highly supportive group. They work closely with the headteacher, staff, pupils and parents in decision making processes, ensuring that all views are considered. All statutory requirements are met.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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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	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

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Slaidburn Brennands Endowed Primary School

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25 May 2006

Dear Pupils

Thank you for welcoming me to your school to carry out the inspection. You gave me some very good help in finding out about your school and, in return, I would like to share the contents of the report with you.

Slaidburn Brennands Endowed is a very welcoming school. You clearly love being there. Your attitudes and behaviour are outstanding and you take good care of each other. You work hard and do your best. Well done, you are a credit to your school and families.

The headteacher and staff work very hard to make sure you are safe and happy. It is good to see the trust and respect between yourselves and the adults who teach and care for you. You take full advantage of your interesting lessons and all the exciting extra activities that are provided. Your parents are also very pleased with all that the school offers.

Over the last few years, you have been learning faster and achieving better results in your tests. In science, you are learning exceptionally well. I agree with Mrs Milne-Redhead and her team who would like you to improve your English and mathematics skills even further so they reach the same very high standards seen in science. I know how much you enjoy your learning and I'm sure that you will be eager to rise to these new challenges.

Thank you once again for your friendly welcome. There is a great deal about your school of which you and the staff should be proud. Please accept my best wishes for the future.

Yours sincerely

Mrs L Read