

Slaidburn Brennands Endowed Primary School

Inspection report

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|--------------------------------|-----------------|
| Unique Reference Number | 119474 |
| Local Authority | Lancashire |
| Inspection number | 327047 |
| Inspection date | 13 January 2009 |
| Reporting inspector | 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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| Type of school | Primary |
| School category | Voluntary aided |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number on roll | |
| School (total) | 47 |
| 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 |
| Appropriate authority | The governing body |
| Chair | Mr Mark Russell-Smith |
| Headteacher | Mrs Charlotte Peregrine |
| Date of previous school inspection | 1 May 2006 |
| Date of previous funded early education inspection | Not previously inspected |
| Date of previous childcare inspection | Not previously inspected |
| School address | Church Street Slaidburn Clitheroe Lancashire BB7 3ER |

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|--------------------------|-----------------|
| Age group | 4–11 |
| Inspection date | 13 January 2009 |
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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:

- pupils' achievement in English, mathematics and science
- the impact on learning of the quality of pupils' personal development, their care, guidance and welfare
- the effectiveness of the school's leadership and management.

Other aspects of the school's work were not inspected in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

This is a popular, very small village school. All pupils are of White British heritage. They are taught in two classes one for children in the Early Years Foundation Stage (EYFS), Years 1 and 2, and the other for pupils in Years 3 to 6. Pupils come from varied social and economic backgrounds. Many travel a considerable distance to the school. No pupil is entitled to free school meals. The number of pupils with learning difficulties and/or disabilities is below average, but those with a statement of special educational need is above average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school. Pupils' personal development is outstanding. They enjoy school immensely because their days are filled with interesting activities. Attendance is well above average. Pupils' behaviour is exemplary. The school's aim to 'provide citizens of the future who are able to make a significant contribution to the community' is evident in every aspect of pupils' conduct around the school. The school is at the heart of its community and has forged strong links with other small schools in the area, with secondary schools and with the church. For example older pupils undertake an annual residential visit with pupils from a neighbouring school. As a result of such initiatives the school's contribution to community cohesion is good.

The number of pupils taking national tests at the end of Years 2 and 6 in any one year is very small and therefore results can fluctuate widely according to the constitution of the group. Nevertheless, an analysis of results over time indicates that standards have been consistently above average at the end of Years 2 and 6, significantly so in some years. The progress pupils make and their levels of achievement are good. The school's assessment records and the standards seen in the pupils' work show that current pupils are making good progress.

Christian values underpin the school's work. Care and support are good because the academic, social and emotional needs of every child are known by all who work in the school. The systems for assessing and tracking pupils' progress are good and timely interventions ensure that weaknesses are addressed quickly. As a result, pupils, including those with learning difficulties and/or disabilities and those who join the school part way through a year, make good progress. Pupils are confident, self-reliant and able to work independently. They are extremely sensitive to each other's needs and know right from wrong. Behaviour is excellent and pupils say that bullying is rare and dealt with effectively on the few occasions when minor incidents occur. Attendance rates are well above average and pupils enjoy coming to school. They understand the importance of keeping fit and well, and they eat healthily and take plenty of exercise. Older pupils undertake responsibility by helping to care for the younger children, for example at lunchtime and on school outings, and school council representatives ensure that pupils have a strong voice in the school's development. They have been influential in securing additional equipment for an outdoor quiet area for older pupils and suggesting improvements for the school toilets. Pupils are well placed to make the most of the next stage of their education because they attain above average standards and their personal development, including their spiritual, moral, social and cultural development, is outstanding.

Learning and teaching are good. Pupils have the ability to concentrate for extended periods of time and they collaborate really well in group activities. Although good practice was seen, the marking of pupils' work is variable in quality and does not always guide pupils to improve their work. Because teachers and teaching assistants know pupils well, learning activities are accurately structured to meet the range of pupils' needs. Good use of information and communication technology (ICT) supports pupils' independent work and the varied learning activities inside and out of school broaden their understanding of the wider world. Teachers achieve a good balance between teaching the whole class and providing opportunities for pupils to work in small groups or individually. All the adults have high expectations of the pupils, and provide them with very good levels of support and encouragement.

Pupils benefit from a good curriculum. Many adults give generously of their time to broaden pupils' experiences and the enrichment provision is extensive. There are trips out of school to

explore the rich natural and cultural heritage of the locality and visits to places of worship to broaden pupils' understanding of other faiths; for example, visits to schools in urban areas have broadened pupils' experiences and contrasted with the school's own rural location. Pupils enjoy drama and performed their nativity play to a packed audience from the local community. French is taught, strengthening pupils' language skills and broadening their awareness of other cultures. After-school clubs are well attended, including those for crafts, the school newspaper and football. There is very good provision for developing pupils' basic skills, augmented by additional support for those with learning difficulties and/or disabilities and extension work for the highest attaining pupils.

Leadership, management and governance are good. The headteacher provides strong leadership and management. Dedicated teachers, learning assistants and administrative staff support her well. Governors are fully involved in the life of the school and know the pupils and their families well and work closely with the headteacher, who is providing strong leadership. Parents are supportive of the school and particularly appreciate its warm and welcoming atmosphere which fosters pupils' confidence as learners. They commend, in particular, how the school, 'nurtures in pupils the ability to think and to look after others.' School improvement planning is good because self-evaluation is accurate and built upon consultation. The school has identified appropriate priorities, although it is not always clear what impact actions will have on improving pupils' achievement. Child protection procedures are in place; safety audits are conducted on a regular basis. All safeguarding procedures meet current requirements. The school has sustained high standards and there have been good improvements since the previous inspection. The school therefore has a good capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children make good progress in the EYFS. They start school with skills that are typical for their age and leave Reception with standards that are above average in all areas of learning. A major factor for these high standards is good teaching based on a clear understanding of the needs of the children. Sessions include practical activities and learning is made even more exciting by the use of the class puppet. Most activities are challenging but occasionally children spend too long listening and they begin to lose interest. Nevertheless, adults work hard to make lessons fun and children enjoy learning. Personal development is excellent and children behave extremely well. Parents are very pleased with the support given to their children and the many opportunities they have to be involved with their children's learning. Care and welfare of the children is good and they benefit from the adults' detailed knowledge of their needs. Good attention is given to teaching children to keep safe and healthy. Assessment is effective and prompt action is taken when a child needs extra help. Leadership and management are good. The headteacher and coordinator have a clear picture of what they want to do next. This includes improving the outdoor facilities which, although used well, are not easily accessible to regularly extend learning.

What the school should do to improve further

- Identify how the impact of school improvement actions on pupils' achievement will be measured.
- Develop a common and consistent approach to marking.

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Annex A

Inspection judgements

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| 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

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| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 2 |
| 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 capacity to make any necessary improvements | 2 |

Effectiveness of the Early Years Foundation Stage

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|---|---|
| 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

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

¹Grade 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

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|---|---|
| How good are the overall personal development and well-being of the learners? | 1 |
| The extent of learners' spiritual, moral, social and cultural development | 1 |
| The extent to which learners adopt healthy lifestyles | 2 |
| 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

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

Leadership and management

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| How effective are leadership and management in raising achievement and supporting all learners? | 2 |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 2 |
| How effectively leaders and managers use challenging targets to raise standards | 2 |
| The effectiveness of the school's self-evaluation | 2 |
| How well equality of opportunity is promoted and discrimination eliminated | 2 |
| How well does the school contribute to community cohesion? | 2 |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money | 2 |
| The extent to which governors and other supervisory boards discharge their responsibilities | 2 |
| 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**

14 January 2009

Dear Pupils

Inspection of Slaidburn Brennands Endowed Primary School, Lancashire, BB7 3ER.

Thank you all very much for the friendly way you greeted us and helped us when we inspected your school recently. We particularly enjoyed joining you in your morning assembly and talking with you at lunchtime. You told us how much you enjoy school and what its strengths are. We agree, and think yours is a good school and that it has some outstanding parts too.

We judge your personal development to be excellent. Your school has a real family feel to it, where you all get the chance to play your part, take on new roles and learn new skills. We were particularly struck by how aware you are that some people in other parts of the world live in poor conditions and by the hard work you put in to find out about their lives and support them through raising funds. After the good start the youngest children make in Reception your school helps you to make good progress. By the end of Year 6 you reach standards that are above average, which prepares you well for secondary school. Your teachers work hard and as you say 'it is hard to think of things to improve in our classrooms'. Teachers help you to concentrate fully on your work and give you the confidence to answer well in class.

The headteacher and her staff look after you well and are always looking for ways to make your learning more interesting and spark your imagination. To assist them in this, we have asked the school to ensure that its development plan sets out, more clearly, how it will help you to do as well as you can. We have also asked that the school is consistent in marking your work. You can help by continuing to play a full part in school, trying your hardest and maintaining the pride you display in all that your school offers.

Our very best wishes for the future.

Yours sincerely

Michael Onyon

Lead inspector