

Inspection of Brindle Gregson Lane Primary School

Bournes Row, Gregson Lane, Hoghton, Preston, Lancashire PR5 0DR

Inspection dates: 9 and 10 February 2023

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Good

Early years provision

Good

Previous inspection grade

Requires improvement

What is it like to attend this school?

Pupils, and children in the early years, enjoy attending this happy and caring school. They live out the leaders' vision every day. Pupils love learning and inspire each other to thrive. Staff and pupils are proud to be part of the school community.

Pupils behave exceptionally well. They are respectful and calm. They support each other in lessons and on the playground. Pupils understand leaders' high expectations of behaviour and know how to have good relationships with everyone. Staff deal with incidents of bullying swiftly and effectively. This makes pupils feel safe.

Leaders have high expectations of pupils' achievement. Pupils, including those with special educational needs and/or disabilities (SEND), work hard and enjoy their lessons. Children in the early years are enthusiastic about the activities they do. They show independence and resilience.

There are many opportunities for pupils to develop their interests and character. Leaders help pupils to look after their mental health. 'Happiness Heroes' promote fair and fun playground activities. 'Well-being Wednesday' allows pupils to take part in activities such as yoga and mindful colouring.

What does the school do well and what does it need to do better?

Leaders have designed a well-sequenced, ambitious curriculum for pupils, including those with SEND. Leaders are clear about the important knowledge that pupils should learn. Leaders have also considered when to introduce or revisit important concepts so that pupils deepen their knowledge over time.

Teachers deliver the curriculum effectively. They have a secure knowledge of the subjects they teach. Teachers choose appropriate activities to engage pupils. They use assessment strategies effectively to check how well pupils are learning. As a result, pupils achieve well.

Children in the early years settle quickly into school routines. The curriculum is designed to give children opportunities to develop their language, communication, and mathematical skills. For example, they discuss how to measure objects, and use different equipment to do so. Children enjoy learning with their friends across the different activities. They are well prepared for Year 1.

Leaders prioritise reading. Children's phonics lessons begin as soon as they start school. Pupils read books that match the sounds that they are learning. This means that they can read with accuracy and increasing confidence. However, leaders do not ensure that pupils who fall behind in their phonic learning are identified quickly and supported to catch up without delay. This means that some pupils do not make the progress they should in early reading.

Staff know pupils very well. Leaders are quick to identify the needs of pupils with SEND. Leaders work with a range of external agencies to help support these pupils and meet their needs. Teachers are clear about how to make adaptations to ensure that pupils with SEND access the curriculum alongside their peers.

Pupils' behaviour is exemplary. Pupils have very high levels of respect for each other. They get along well together. Pupils go above and beyond to support each other. Policies and procedures have been written with pupil relationships at the heart of them. As a result, pupils are very clear about what is expected of them. Lessons are not disturbed by low-level disruption.

The thought given to pupils' personal development in school is exceptional. Pupils, including those with SEND, enjoy access to a wide range of high-quality clubs, including drumming, choir and football. Leaders consistently promote the well-being of pupils. Pupils can attend 'chill and chat sessions' to discuss worries, relationships or friendship issues. Older pupils readily take on a range of leadership roles. These include being school councillors, sports leaders and eco-representatives.

Leaders, including governors, know what the school does well and know what it needs to do to improve even further. Leaders ensure that staff are well supported to manage their workload and well-being. They have developed a culture of high expectation, trust and support in the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and governors make sure teachers and other adults in school receive regular and ongoing safeguarding training. Staff are alert to the signs and symptoms of abuse or neglect and know the procedures to follow to report concerns. Leaders work closely with other agencies to ensure that families get the help and support that they need.

Pupils are taught how to keep themselves safe. They learn about healthy relationships, healthy eating and how to stay safe online. Pupils know that there is someone they can talk to if they are worried or concerned.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not fully developed assessment strategies for early reading. Teachers do not intervene effectively when pupils are falling behind in reading, and this means that these pupils do not have sufficient opportunities to catch up with their peers. Leaders should ensure that interventions are robust and timely so that pupils who fall behind can catch up quickly.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	119203
Local authority	Lancashire
Inspection number	10256081
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	178
Appropriate authority	The governing body
Chair of governing body	Ann Mills
Headteacher	Laura Wilson
Website	www.bgl.lancs.sch.uk
Date of previous inspection	11 May 2021, under section 8 of the Education Act 2005

Information about this school

- The headteacher and the deputy headteacher are new to their roles since the previous inspection.
- Leaders do not access alternative provision.
- The school operates a breakfast and after-school club.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the second routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors conducted deep dives in these subjects: early reading, mathematics, art and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some

pupils about their learning and looked at samples of pupils' work. Inspectors listened to pupils read to a familiar adult.

- Inspectors met with the headteacher. The inspectors also met with subject leaders and a group of teachers.
- Inspectors met with governors. The lead inspector also spoke with a local authority adviser to the school.
- Inspectors spoke with pupils in meetings and around the school.
- Inspectors considered responses to Ofsted Parent View and the responses to the staff and pupil questionnaires.
- Inspectors reviewed a range of documentation about safeguarding. They spoke with staff to understand how they keep pupils safe. They reviewed the school's record of checks undertaken on newly appointed staff.

Inspection team

Emma Jackson, lead inspector

Ofsted Inspector

Wendy Tracey

Ofsted Inspector

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