

# Brindle Gregson Lane Primary School

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

**Inspection dates** 22–23 January 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Children get off to a successful start in Reception class and make good progress.
- Most pupils currently at school are making good progress in reading, writing and mathematics.
- Attainment at the end of Key Stage 1 is broadly average in reading, writing and mathematics.
- Attainment at the end of Key Stage 2 has improved over the last three years; it is broadly average in reading and mathematics and well-above national levels in writing.
- Pupils enjoy reading and are taught how to sound out letters and words effectively.
- Teaching is good and some is outstanding.
- Pupils behave very well and this helps them to make good progress.
- Pupils feel and are safe in school because staff care for them well.
- Attendance is above average.
- School leaders, including governors, have taken firm steps to improve the quality of teaching and pupils' achievement.
- Well-informed governors give good levels of support and challenge to school leaders. They have an accurate view of how well the school is performing.
- The school promotes pupils' spiritual, moral, social and cultural development well; pupils have good opportunities to work together and participate in a range of after-school activities.

### It is not yet an outstanding school because

- Not enough teaching is outstanding to allow pupils to make very rapid progress.
- Teachers do not always make sure that pupils correct their work once it has been marked, to ensure that they learn from their errors.
- There are occasions in lessons when pupils are given work to do by themselves that is too easy or too difficult for them and their progress slows.

## Information about this inspection

- The inspectors observed 11 parts of lessons, and a number of sessions taken by teaching assistants. They also listened to pupils reading.
- Meetings were held with a group of pupils, members of the governing body, a representative of the local authority and school staff.
- There were too few responses to the on-line questionnaire (Parent View) to trigger a report. However, responses to a parental questionnaire recently distributed by the school were considered.
- A range of documents were considered by inspectors, including the school's analysis of how well it is doing, the school development plan, information about pupils' progress, checks on the quality of teaching, minutes of governing body meetings and records relating to attendance and safeguarding. Inspectors also examined work in pupils' books.

## Inspection team

Louise Murphy, Lead inspector

Additional Inspector

Adrian Martin

Additional Inspector

## Full report

### Information about this school

- Brindle Gregson Lane Primary School is slightly smaller than most primary schools.
- The proportion of pupils known to be eligible for the pupil premium is well below average. The pupil premium is additional government funding provided for those pupils who are known to be eligible for free school meals, children from services families and those children that are looked after by the local authority.
- Most pupils are from a White British heritage and speak English as their first language.
- The proportion of pupils supported through school action is similar to national levels.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is below the national average.
- Since the last inspection the school has had a period of significant staff changes. The headteacher joined the school in September 2012 and a member of staff was promoted to the deputy headteacher post in the summer of 2013. Of the seven classes in school, five have teachers that have joined the school late in 2013.
- The school meets the government's current floor standard, which sets the minimum expectation for pupils' attainment and progress in English and mathematics by the end of Year 6.

### What does the school need to do to improve further?

- Increase the proportion of teaching that is outstanding in order to raise attainment and achievement further by making sure that teachers always check:
  - that pupils correct their work so that they learn from their mistakes
  - how well pupils are learning when they are working on their own and not directly guided by an adult.

## Inspection judgements

### The achievement of pupils is good

- Most children start Reception class with skills and knowledge typically expected for their age. The very well-led staff team works closely with parents to make sure that activities are closely linked to the interests and experiences of children. As a result, children are enthusiastic learners and make good progress from their individual starting points. However, fewer children reach the expected level in reading and writing when compared to other areas of learning.
- Standards at the end of Key Stage 1 are broadly average in reading, writing and mathematics. This represents a downward trend in attainment between 2011 and 2013. However, the school has identified that in the past the attainment recorded for some pupils at the end of Year 2 was higher than their performance in Year 3 indicated. The school now believes that the reporting of attainment at the end of Key Stage 1 is accurate.
- The attainment of pupils at the end of Key Stage 2 shows an improving trend between 2011 and 2013. Attainment in writing is well-above national levels and attainment in reading and mathematics is broadly average.
- The 2013 national tests show that most pupils leaving Key Stage 2 made the progress expected of them in reading, writing and mathematics. The proportion of pupils making more than expected progress in writing is now above national levels. Fewer pupils made more than expected progress in reading and mathematics.
- The reported progress made by Key Stage 2 leavers in 2013 was affected by the overgenerous Key Stage 1 assessments commented on above. Pupils are now making good progress across the school, and this is reflected in the standard of the work seen in their books. Moreover, school data shows that the proportion of pupils making more than expected progress in reading, writing and mathematics now compares well to national levels.
- The school provides excellent support for the most-able pupils, disabled pupils and those with special educational needs. Pupils from these groups are learning well and are now making excellent progress across school. This is because their needs are identified early and additional learning activities that challenge pupils to think hard are delivered by well-trained staff.
- In Year 6 in 2013, the attainment of pupils known to be eligible for free school meals was approximately one year ahead of their classmates in reading and writing and one half term ahead in mathematics. Pupils who are eligible for the pupil premium funding now make consistently good progress. This confirms the school's commitment to making sure that all pupils have equal opportunities to achieve.

### The quality of teaching is good

- The teaching of reading, writing and mathematics is good, with examples of excellent teaching; this helps pupils to make good progress. A noticeable feature of the teaching is the calm working atmosphere that is created in all of the classes, which allows all pupils to concentrate well.
- Teachers usually use their knowledge of pupils' learning to plan work that is hard enough to stretch pupils of all abilities. However, there are a few occasions when the tasks planned for small groups who are working without the direct guidance of an adult are too hard for some pupils and too easy for others. When this happens pupils do not make as much progress as they could during the lesson.
- Teachers make sure that pupils benefit from opportunities to share their thoughts and work things out for themselves. When asked, pupils can confidently assess their own level of learning and this enables the teacher to step in quickly and helpfully when pupils are not sure about what to do next.
- Teachers mark pupils' books regularly and provide good written advice to pupils on how to improve their work. However, pupils are not always given time to correct and revise their work to help them learn from their mistakes.

- Effective teamwork by teachers and skilled teaching assistants guarantees a high level of support for all groups of pupils. For example, the most able Year 1 and 2 readers worked with a support teacher. She explained that pupils had to look for clues hidden around the library and then use their research skills to find the answers. Pupils were captivated from the word 'go' and demonstrated high levels of reading skills and understanding for their age.
- Phonics (matching letters to the sounds that they make) is now taught well in Reception and Key Stage 1, and all staff work hard to continue to develop pupils' enthusiasm for reading. For example, older pupils pair up with younger friends to read together. This encourages younger pupils to want to read even better and older pupils have an opportunity to share their skills with an appreciative audience. Pupils who spoke to inspectors feel that the school provides a really good range of books which makes them want to read more.
- Problems related to real life experiences are well used to help pupils learn better. For example, in one Year 2 mathematics lesson a quantity of money was assigned to each letter of the alphabet. To build their skills, pupils calculated the cost associated with the letters in animal names. Pupils were eager to find out the answer to the ultimate challenge which was to work out which teachers' name was worth the most money.

### **The behaviour and safety of pupils** are good

- The behaviour of pupils is good. Inspection evidence, school records and discussions with staff and pupils show that this is the norm. Staff manage behaviour well and disruptions to lessons are most unusual. However, a few pupils can become a little sidetracked when they are not concentrating well because the tasks they are working on are too hard or too easy.
- Parents responding to the questionnaire distributed by the school were positive about how behaviour is managed and feel that their children are well cared for and safe at the school.
- The school's work to keep pupils safe and secure is good. Pupils are confident that there is no bullying at their school and they know exactly what to do if it did happen. Pupils feel safe in school because they know that staff care about them and they are taught how to keep themselves safe in a range of situations, for example, when riding a bicycle and using the internet.
- Pupils are highly involved in raising funds to buy equipment for their school. They have recently contributed toward the cost of a defibrillator. They have also worked hard to put together a bid for lottery funding so that a dipping pond can be built on school grounds.
- The generosity of pupils is not confined to benefiting the school; they eagerly raise money to help others less fortunate. For example, pupils took part in a sponsored walk so that they could send money to help people in the Philippines following a typhoon.
- The primary school sport funding is used to provide additional sporting activities for pupils. These activities are taught by external coaches and school staff. This helps to improve pupils' well-being as well as teachers' skills, so that they can teach a wider range of sporting activities to a higher standard and more pupils can take part.
- Parents make sure that their children get to school on time. What is more, pupils' attendance is above average and improving further which reflects the pupils' enjoyment of school.

### **The leadership and management** are good

- The headteacher wants the very best for the school and provides strong leadership. He has the skills and determination to successfully drive continued school improvement. In a short time he has made sure that the ineffective teaching that hampered pupils' progress has been eradicated. Moreover, actions have been put in place to effectively address the areas for development identified at the previous inspection.
- The school has experienced a period of extensive change. New staff have joined the school and staff roles and responsibilities have altered. The headteacher has quickly built an effective,

cohesive staff team that share his high ambition for the school.

- The school is clear about future priorities and the development plan identifies appropriate actions to raise standards. The impact of this is seen in the improvement in achievement of pupils currently in school.
- School leaders, including middle leaders, carefully check the quality of teaching and make sure that staff are supported by an effective programme of training and mentoring that fits with school priorities and helps them to improve their own work. The school ensures that staff performance is linked to salary progression.
- All pupils' progress is tracked and checked closely. Meetings are held regularly by staff with responsibility for particular areas and the information about pupils' progress is used to make sure that all pupils achieve well.
- Pupils' spiritual, moral, social and cultural awareness is well developed. The curriculum meets pupils' needs. It is enriched by a range of after-school activities, trips linked to topics and visitors to the school who provide experiences that pupils remember.
- School leaders encourage and value the strong links that the school enjoys with parents. Relatives come into school to share their expertise with pupils. For example, many parents come in to work with Reception pupils when they learn about people who help us. Recently a grandparent who is also an author came into school to further enthuse pupils with regard to reading and writing. This is a vibrant community school.
- The local authority provides an appropriate level of support and responds promptly to specific requests for assistance from the school.
- **The governance of the school:**
  - Governors are supportive of the school. They are aware of the school's strengths and future developments because they visit school when they can and receive accurate, detailed reports from school leaders and staff. Governors attend training and are able to understand data about pupils' progress which enables them to challenge school leaders effectively. The governing body checks the progress of pupils eligible for pupil premium to make sure that their spending is effective in helping these pupils to achieve as well as others. Governors know about the quality of teaching and ensure that salary progression is linked to this. They undertake statutory duties, making sure safeguarding meets requirements so that pupils and staff are safe. The budget is well managed.

## 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

<b>Unique reference number</b>	119203
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	440429

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	202
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Foster
<b>Headteacher</b>	Mark Melling
<b>Date of previous school inspection</b>	16 May 2011
<b>Telephone number</b>	01254 852381
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