

# Brindle Gregson Lane Primary School

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

## Inspection dates

2–3 April 2019

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Senior leaders, including governors, have not established effective working relationships with the whole staff team. Poor lines of communication mean that many members of staff feel unable to raise issues or share any concerns that they might have. As a result, leaders do not have a sufficiently firm grasp of what is going well at the school and on issues that need to be addressed.
- Governors are not fully aware of how well senior leaders are implementing agreed policies and procedures.
- Senior leaders do not follow the school's agreed procedures for recording or reporting behaviour incidents involving pupils with special educational needs and/or disabilities (SEND) that require staff intervention. As a result, leaders do not reflect on incidents so that any key lessons are learned.
- Senior leaders do not provide enough direction for subject leaders about how to carry out their roles effectively. For example, they do not provide specific guidance on how subject leaders should monitor the impact of teaching on pupils' progress.

### The school has the following strengths

- The quality of teaching is good. Teachers use questioning well during lessons and make it clear to pupils how to improve their work.
- Children get off to a flying start in the early years. Good teaching ensures that they make strong progress and are well prepared for the next stage of their education.
- The school's work to support pupils' personal development and welfare is good. Pupils are well looked after and get on well with each other and the adults who teach them.
- The curriculum is broad and balanced. It is well planned around a range of interesting topics and themes. Pupils enjoy a wide range of sports and benefit from involvement in music and the arts.
- Outcomes are good. The proportion of pupils reaching and exceeding the expected standard in reading, writing and mathematics at the end of Year 6 was well above the national average in 2018.
- Phonics teaching is highly effective. Most pupils develop into confident and competent readers by the end of Year 2.
- Many older pupils develop a love of reading. Almost all Year 6 pupils achieved the expected standard in reading in 2018 and almost half reached the higher standard.
- Pupils' behaviour is good. Pupils develop a strong work ethic and get on well with each other during lessons and at break times.

## Full report

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

- Improve leadership and management by:
  - improving lines of communication, so that staff feel able to share concerns with senior leaders, including governors
  - ensuring that agreed policies and procedures for supporting the welfare of staff and pupils are always followed
  - providing more specific advice for subject leaders on how they should monitor and improve their subject areas
  - developing the effectiveness of the governing body in supporting and challenging senior leaders.
- Improve outcomes by providing more effective support for:
  - Lower-ability pupils who need more structured support with their writing
  - pupils with SEND who struggle with their behaviour.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- There is a disconnect between staff and senior leaders at the school. Many members of staff raised concerns in Ofsted's staff questionnaire and in discussions with inspectors about poor communication at the school and the lack of support that they receive from school leaders.
- Senior leaders do not follow agreed procedures for recording and reporting issues where staff have had to deal with challenging behaviour from pupils with SEND. As a result, leaders do not have a clear understanding of the factors that may have contributed to each incident and are unable to reflect and learn from what has happened.
- Some members of staff say that they receive good support from leaders and have had access to good-quality training. However, others feel that senior leaders do not communicate well or provide enough support or direction. For example, senior leaders do not provide specific guidance on how subject leaders should monitor the impact of teaching on pupils' progress. As a result, senior leaders do not have a well-informed understanding of the relative strengths and weaknesses that exist across subjects and across the school.
- Recent improvements have been made to the role that subject leaders play in promoting and improving their subject areas. Subject leaders are enthusiastic about their roles and have recently had access to training and support. Although they have started to carry out checks on the impact of teaching on pupils' learning, senior leaders have failed to provide sufficient guidance on how to fulfil this role effectively. As a result, senior leaders do not have a clear understanding of what is going well, and which subjects require further improvement.
- Despite the weaknesses that exist, there are several strengths in the school's leadership. Senior leaders have ensured that there is a broad curriculum in place. Pupils study a wide range of subjects and have good opportunities to take part in clubs and learn to play musical instruments. There are several successful sports teams and pupils have the opportunity to take part in an annual residential trip to the Isle of Man.
- The additional funding the school receives to support pupils with SEND is being used effectively to support many of these pupils. However, the pupils with SEND who struggle with their behaviour do not make the progress of which they are capable. This is because senior leaders have failed to provide sufficient support and guidance for staff on how to manage more specific behavioural needs.
- Leaders make good use of the sports funding. They have used it to expand the range of sports that are taught at the school. Pupils now have the opportunity to learn how to play tennis, get involved in athletics competitions and attend a gymnastics club. The funding has also been used to employ sports coaches to work alongside teachers in physical education lessons.
- Pupil premium funding is used effectively, and disadvantaged pupils generally make strong progress as a result. However, the small number of pupils involved makes year-on-year comparisons difficult.

- Parents and carers are generally supportive of the school's leadership. All those who responded to Ofsted's online questionnaire Parent View said that they would recommend the school to another parent.

### **Governance of the school**

- Governors bring a broad range of skills and expertise to their roles. However, they were not aware of the concerns of several members of staff regarding the support that they receive from senior leaders.
- Governors were unaware of weaknesses in the recording and reporting of incidents of misbehaviour. As a result, they did not know about the frequent disruptive behaviour that has occurred, involving a small number of pupils with SEND.
- Governors are kept informed about pupils' attainment in reading, writing and mathematics. Several governors are linked to different curriculum areas to gain an understanding of standards across the different subjects.
- Governors are fully aware of the school's safeguarding responsibilities. They make appropriate checks to ensure that safeguarding policies and procedures are fit for purpose and compliant with current requirements.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- Leaders have ensured that there are effective systems in place to safeguard pupils. Staff understand their safeguarding responsibilities and know what action to take if they have any concerns about a pupil's welfare or safety. Leaders take appropriate action to deal with any safeguarding concerns that are reported to them.
- Leaders make appropriate checks on all adults who work with pupils in the school. Safeguarding records are well maintained and stored securely.
- Pupils told inspectors that they are well looked after and feel safe in the school. All the parents who responded to Parent View agreed that pupils are safe and well looked after while they are at the school.

### **Quality of teaching, learning and assessment**

**Good**

- Teachers have good subject knowledge. They regularly plan learning that engages pupils' interests and builds on what pupils already know. Almost all pupils work with positive attitudes during lessons and apply themselves well to their learning. This helps them to make good progress.
- Teachers use questioning effectively in lessons to explore pupils' understanding and the rate of their learning. They give good advice to pupils, during lessons and when assessing their work. Pupils use this guidance and know what they need to do to improve.
- Phonics teaching is a particular strength. Effective teaching means that children quickly develop into competent readers. Teachers make regular checks on pupils' progress in this area and plan teaching that builds effectively on pupils' prior learning.

- Good teaching ensures that pupils develop into enthusiastic readers as they move through the school. Teachers promote reading effectively and ensure that pupils have access to stimulating reading material. Older pupils who met with an inspector had an excellent knowledge of different authors and book types. Most of these pupils read widely and often.
- The teaching of mathematics is effective. Teachers provide good levels of challenge and ensure that pupils study topics across the whole breadth of the mathematics curriculum. Teachers in most classes provide regular opportunities for pupils to develop their reasoning skills. This is resulting in more pupils making stronger progress.
- Teachers ensure that pupils develop their writing skills well. Pupils have many opportunities to write at length for different purposes and across different subjects. Inspectors saw many examples of high-quality writing, particularly in Year 5 and Year 6. However, in some classes, lower-ability pupils are not given enough support with their writing, and this limits the progress that they make.
- There are many strengths in the quality of teaching in the wider curriculum. As a result, pupils develop knowledge and skills in subjects such as science, geography and computing. This helps to ensure that pupils are well prepared for the next stage of their education when they move to secondary school.
- Teaching assistants work successfully, in partnership with teachers, to provide good support for pupils. They have a good understanding of pupils' needs and support their learning well. However, they sometimes struggle to provide effective support to pupils with SEND who have difficulties in managing their behaviour.
- Almost every parent who responded to Parent View said that their children are taught well at the school and that they receive valuable information from the school about their children's progress.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are confident and articulate. They are respectful towards others' ideas and views. They cooperate well and regularly support each other's learning during lessons.
- Pupils who met with one of the inspectors showed a good understanding of the risks that they might experience when using the internet. They knew the importance of reporting any concerns that they might have to their parents or a trusted adult.
- Pupils told one of the inspectors that their peers are very occasionally unkind, but that bullying is rarely a problem at the school. They say that adults take good care of them in the school and help to resolve any problems quickly.
- Pupils learn about different faiths and different ways of life. They understand the importance of tolerance and respect for those who are different.
- All parents who completed Ofsted's on-line questionnaire Parent Vie, consider their children to be safe and well looked after in the school.

## Behaviour

- The behaviour of pupils is good.
- Pupils work hard, listen to their teachers and develop very good attitudes to learning. They are proud of their school and wear their uniforms with pride.
- Pupils enjoy the school. They value the broad range of learning opportunities that the school provides. Pupils' attendance is above average, and few pupils are persistently absent.
- Almost all the parents who responded to Parent View were positive about behaviour at the school. One parent wrote: 'The pupils are happy and well behaved, and the teachers are committed to their work which comes across in the open, friendly atmosphere.'
- A small number of pupils sometimes find it difficult to manage their own behaviour. Teaching assistants support teachers in making sure that any behavioural incidents cause the minimum amount of disruption to the learning of other pupils.

### Outcomes for pupils

### Good

- The proportion of pupils achieving the expected standard at the end of key stage 2 in reading, writing and mathematics in 2018 was significantly above the national average. The proportion achieving the higher standard was also above average. The work that inspectors saw in books shows that these high standards are being maintained.
- Pupils quickly develop into competent readers at Brindle Gregson. A very large majority of pupils met the expected standard in the Year 1 phonics check last year. Most current pupils are making good progress and are developing a love of reading. Almost all pupils achieved the expected standard at the end of key stage 2 in 2018 and the proportion that achieved the higher standard was well above average.
- Current pupils are making good progress in writing. Inspectors saw high-quality written work across the school and across subjects, particularly in Year 5 and Year 6. In some classes, lower-ability pupils are making less progress than their peers. However, overall attainment in writing is good.
- The proportion of pupils achieving the expected standard in mathematics has been above average in each of the past two years. However, few pupils have reached the higher standard. The work that inspectors saw in pupils' books showed evidence of good progress in most classes. Pupils are now spending more time completing challenging work, which is helping them to develop stronger reasoning skills.
- Most pupils with SEND make strong progress from their various starting points. Staff work together to plan work that meets the individual needs of these pupils. However, for some pupils their barriers to learning include behavioural issues. For these pupils, rates of progress are not as strong, as their learning is often disrupted.
- Pupils learn well in subjects across the wider curriculum. Inspectors saw some high-quality science work and evidence of good learning in geography and history. This experience helps to ensure that pupils are well prepared for the next stage of their education when they move to secondary school.

## Early years provision

Good

- Children start in the Reception class with skills and abilities which are at, and sometimes above, those typical for their age. During their first year in school, they make good progress. The proportion of children achieving a good level of development in 2018 was well above the national average.
- Parents are extremely positive about the quality of the early years provision. Staff make strong links with parents before children start at the school and quickly develop an understanding of children's interests and abilities. This helps children to make a smooth transition into the school.
- Staff make good use of assessment to identify what children can do and what the next steps are in children's learning. They regularly share children's achievements with parents and encourage parents to build on children's learning at home.
- Teaching is effective. Teachers ensure the learning environment, inside and outdoors, is well resourced. They allow children to learn to be increasingly independent and make choices about their learning. Staff provide a wide selection of challenging activities each day. This helps children sustain good interest in the activities and concentrate for long periods of time. Staff intervene effectively, where necessary, to help move children on in their learning.
- Staff provide regular opportunities for children to develop their early reading, writing and communication skills. During this inspection, a group of children were labelling a picture of 'Jack and the Beanstalk' while two others were accurately reciting the lines, 'Be he alive or be he dead, I'll grind his bones to make my bread!'
- Children are happy, get on well with others and are safe and well looked after. The strong and positive relationships that they enjoy with staff help them to develop into confident and competent learners.
- Leadership of the early years is effective. The early years leader has ensured that all safeguarding policies and procedures are fit for purpose. She has a good understanding of the strengths in the provision as well as what needs to be done to improve things further.

## School details

Unique reference number	119203
Local authority	Lancashire
Inspection number	10053067

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

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	195
Appropriate authority	The governing body
Chair	Anne Mills
Headteacher	Mark Melling
Telephone number	01254 852 381
Website	<a href="http://www.bgl.lancs.sch.uk">www.bgl.lancs.sch.uk</a>
Email address	<a href="mailto:office@bgl.lancs.sch.uk">office@bgl.lancs.sch.uk</a>
Date of previous inspection	22–23 January 2014

## Information about this school

- Brindle Gregson Lane is smaller than the average-sized primary school.
- Almost all pupils are White British. Very few pupils speak English as an additional language.
- The proportion of pupils with SEND is around the national average.
- The proportion of pupils with an education, health and care plan is above the national average.
- The proportion of pupils known to be eligible for support through pupil premium funding is considerably lower than the national average.



## Information about this inspection

- Inspectors observed teaching, learning and assessment in all classes. Some of the observations were conducted jointly with the headteacher.
- Inspectors looked at school documentation, including the school improvement plan, the school’s self-evaluation document, minutes of governing body meetings and safeguarding records.
- Inspectors met with the headteacher, the deputy headteacher and the assistant headteacher. The lead inspector also met with the early years leader, who is also the acting SEND leader and subject leader for English. The other inspector met with the subject leaders for mathematics and science.
- The lead inspector met with four governors, including the chair of the governing body. He also spoke to a representative of the local authority.
- The lead inspector met with teaching assistants to discuss pupils’ behaviour, support for pupils with SEND and leadership.
- Both inspectors met with members of the teaching staff to talk about safeguarding and leadership.
- Inspectors scrutinised pupils’ work in subjects across the curriculum.
- Inspectors observed pupils’ conduct during breaks and lunchtimes.
- Inspectors met with groups of pupils to listen to them read and discuss behaviour and other aspects of school life. Inspectors also spoke with many other pupils informally.
- Inspectors took account of 70 responses to Parent View and 19 responses to the staff survey.

## Inspection team

Paul Tomkow, lead inspector

Her Majesty’s Inspector

Suzanne Blay

Ofsted Inspector

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