

Bryning with Warton St Paul's Church of England Primary School

Lytham Road, Warton, Preston, Lancashire, PR4 1AH

Inspection dates

4–5 February 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
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.

- From typically well below average starting points in Reception, all groups of pupils make good progress in each key stage. Attainment at the end of Year 6 is average in reading, writing and mathematics and is rising.
- Teaching is unfailingly good and sometimes outstanding. Teachers make their lessons fun and interesting so pupils are enthusiastic, eager to learn and want to do well.
- Pupils rise to teachers' high expectations of good behaviour. Lessons run smoothly with little disruption to learning.
- An exciting curriculum provides good opportunities for pupils to develop a wide range of interests and talents, including in information and communication technology.
- Leaders provide a strong sense of direction for the school. All members of the school community are clear about the priorities for improvement and share a commitment to achieving them.
- Systems for checking on the quality of teaching and teacher performance are very robust. As a result, teaching is constantly improving and so pupils' achievement is rising.
- Governance has improved. It is well-informed about the school and supportive of all its work. It checks the school's work closely, provides real challenge and holds the school robustly to account.

It is not yet an outstanding school because

- The work set, particularly in mathematics, sometimes lacks challenge, especially for the most able pupils.
- Marking in subjects other than English and mathematics lacks rigour.
- Pupils are not routinely given the time or opportunity to correct or improve their work.
- Pupils are not given enough opportunity in mathematics lessons to apply problem-solving skills or to write at length in literacy and other curriculum subjects.
- School improvement targets do not make it transparent enough how improvement will be measured so that the impact on pupils' achievement is clear.

Information about this inspection

- The inspector observed eight lessons taught by five teachers including one joint observation with the headteacher. The inspector also made short observations of pupils working in small groups and a hymn practice.
- Pupils were observed in classes and around the school, in the dining hall and on the playground. The inspector also carried out short drop-in visits to all classes to observe behaviour and the pupils' attitudes to their learning.
- Meetings were held with the headteacher, senior leaders and subject leaders, representatives of the governing body, a local authority representative and a group of pupils. The inspector also talked to pupils in classes and around the school.
- The inspector observed the work of the school and looked at a range of documents including: the school's own information about pupils' progress; planning; the monitoring of learning and teacher performance; organisation of the curriculum; safeguarding information; and the minutes of governing body meetings.
- The inspector was unable to access the views of parents expressed on the on-line survey (Parent View) as there were less than 10 entries, but did meet with a small group of parents and took account of the school's own surveys of parental opinions and its summary reports.

Inspection team

Peter Martin, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a smaller than average-sized primary school
- The proportion of pupils supported by the pupil premium is above average. The pupil premium is additional funding provided by the government for those pupils known to be eligible for free school meals, children from service families and those children who are looked after.
- The proportion of disabled pupils and those with special educational needs supported at school action is slightly above average. The proportion supported at school action plus or with a statement of special educational needs is just below average.
- The large majority of pupils are of White British heritage. The proportion of pupils from minority ethnic groups, including those for whom English is an additional language, is below that found nationally.
- The proportion of pupils who join the school at a point other than in the Reception class is much higher than seen nationally.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress at the end of Year 6.

What does the school need to do to improve further?

- Improve the quality of teaching so that more is outstanding in order to raise achievement even further, particularly in mathematics by:
 - ensuring that teachers always provide pupils with challenging work particularly in mathematics, so that pupils of all abilities, especially the most able, make more rapid progress and more pupils reach the higher levels of attainment
 - providing pupils with more opportunities to apply their mathematical skills to solve problems
 - providing opportunities for pupils to practise their extended writing in all subjects
 - applying the same good quality marking seen in English and mathematics to the other subjects on the curriculum, and giving pupils the time and opportunity to respond to the marking, correct their work and learn from their mistakes.
- Ensure that planned actions for school improvement have clear and measurable targets for pupils' achievement so that leaders and governors are able to check the effectiveness of the actions more effectively.

Inspection judgements

The achievement of pupils

is good

- Children enter the Early Years Foundation Stage with knowledge and skills that are well below those typical for their age. Pupils leave at the end of Year 6 with attainment which is broadly in line with the national average. This represents good progress overall.
- All groups of pupils make good progress in all key stages. Children make a good start to learning in the Early Years Foundation Stage where well-planned activities focus on children's varying needs. Well-targeted additional support for vulnerable pupils ensures that children quickly settle in, gain confidence and achieve well. The proportion of children reaching a good level of development has increased since the last inspection and is now similar to that seen nationally. Even so, a minority do not reach the expected levels and few exceed it.
- Pupils achieve well in Key Stage 1. Since the last inspection, attainment has risen significantly, particularly in writing. In Year 2 in 2013, attainment in reading, writing and mathematics was in line with national averages. Attainment in mathematics, however, is slightly lower because fewer pupils reach the higher levels of attainment.
- In Key Stage 2, pupils make good progress. In Year 6 in 2013, although attainment in reading, writing and mathematics overall was broadly average, these pupils previous starting points were lower and so they have done well to reach this level. The proportion of pupils who make the expected rate of progress between Years 3 and 6 is higher than seen nationally in reading, writing and mathematics. The proportion of pupils who do better than this is also above average in reading and writing but is lower in mathematics.
- Actions to improve achievement in mathematics are already underway and starting to have an impact. School data and inspection evidence shows that pupils across the school are making better progress in mathematics. Even so, pupils are not yet given enough chances to use and apply their mathematical skills to solve real life problems.
- Overall the most able pupils do well, but leaders are working hard to increase the proportion of pupils achieving the higher levels of attainment. Occasionally, progress is slowed for some of the most able pupils because the work provided is too easy.
- Attainment at the end of Year 6 can fluctuate widely. This reflects the small numbers of pupils in each year groups and also the higher than average proportion of pupils joining the school partway through their primary education, often with lower attainment than other pupils. The needs of new joiners are quickly assessed so that extra support is provided where needed to help them catch up. Well-targeted support ensures that these pupils make at least the expected progress by the end of Year 6.
- Pupils make good progress in reading. By the end of Key Stage 2 standards in reading are average. This reflects good progress from their well below starting points when joining the school. Younger pupils are using their increasingly secure knowledge of letters and the sounds they make to read unfamiliar words. The school fosters a love of reading by providing good quality books and encouraging reading at home, such as the 'Reading Challenge' initiative. Pupils who read to the inspector did so with fluency, expression and obvious enjoyment.
- Pupils achieve well in writing where improvements to the teaching of writing have helped to raise achievement. Information and communication technology (ICT) is used very effectively to develop pupils' skills so that they become confident writers. However, sometimes pupils are not given enough opportunities to extend their writing in literacy and in other curriculum subjects.
- The proportion of pupils supported by the pupil premium funding making expected progress or better is similar to others in the school. At the end of Year 6 in 2013, their attainment, including those known to be eligible for free school meals in mathematics was similar to other pupils in the school but about one year behind in reading and writing. However, many of these pupils started from much lower starting points, some having complex special educational needs. School data and inspection evidence shows that gaps in the performance of eligible pupils currently in the school are narrowing. The pupil premium funding is spent wisely on a range of additional

support. Pupils have complete and equal access to all the educational opportunities on offer.

- The system for identifying the needs of disabled pupils and those with special educational needs is very effective and thorough. Careful planning of additional support ensures that these pupils make good progress in all year groups.

The quality of teaching

is good

- Lessons observed during the inspection were never less than good and some were outstanding. Work in pupils' books show good progress being made by all pupil groups in all classes. The school's own system for checking the quality of teaching agrees with this judgement.
- Teachers make their lessons interesting. Learning moves forward at a lively pace which maintains pupils' attention and interest. As a result, pupils are enthusiastic and eager learners. Pupils say their lessons are really fun and that 'teachers help you and are really encouraging'.
- Relationships between pupils and teachers are excellent. Teachers respect and value their pupils. In return, pupils respond well. They are eager to please, listen carefully and try their best.
- Teachers set consistently high expectations of behaviour. Lessons run smoothly with little disruption, enabling pupils to learn well.
- Teachers have good subject knowledge. Pupils are questioned skilfully to check their knowledge and understanding and to ensure they think deeply about their work.
- Teachers ensure that pupils understand clearly what it is they are learning, know how well they are doing and their targets to improve. Pupils are encouraged to assess their own progress and that of their peers. This was done very effectively in a Year 5/6 writing lesson, where pupils assessed their partner's work, informing them how they thought they could improve it. This helps to deepen pupils' understanding and encourages them to set high standards for themselves.
- Marking of English and mathematics work is good. It informs pupils what they have done well and what they need to do to improve. However, pupils are not always given time to respond to the marking or to make corrections so that they learn from their mistakes. Marking in other subjects is not as rigorous and so some opportunities to help pupils improve are still missed.
- Work is set at the just the right level so pupils of different abilities can achieve well. Occasionally, work can be too easy, especially for the most able which slows learning.
- Pupils' books show that progress in mathematics is good overall. However, pupils are not always given enough opportunities to apply their accomplished mathematical skills to solve problems.
- Good use is made of ICT. It is used well to capture pupils' interest and enhance their understanding. ICT is used skilfully to make creative links between the various curriculum subjects and this makes learning more interesting. In a Year 4/5 class, for example, pupils' own traditional tales, which were later to be read to younger pupils, were transferred onto the computer while adding illustrations and sound effects. This allowed pupils to think for themselves and pupils were eager to rise to the challenge.
- Teaching and provision in the Early Years Foundation Stage has improved and is good. It provides a stimulating place for young children to explore. Children play confidently on their own developing their knowledge and skills through a range of well thought out activities. One child, exploring magnetism, was eager to show the inspector how many paper clips a magnet could pick up in one go. His excitement was plain to see.
- The teaching of reading is good. Teachers ensure that pupils use and apply their phonic knowledge well. This helps pupils to make good progress in their reading and spelling.
- Teaching assistants are used very effectively in supporting pupils both in the classroom and in the delivery of additional support to individuals or groups of pupils who need extra help. This contributes significantly to the progress these pupils make.
- Parents say that their children are taught 'very well', enjoy lessons, are very happy to come to school and are eager to tell them about what they have learnt when they arrive home.

The behaviour and safety of pupils

are good

- Pupils' behaviour is good. The school sets high expectations of behaviour which are consistently applied. As they progress up the school, pupils develop more self-discipline and maturity. They want to concentrate on their work; they work well together and value each others' ideas and views. Well-established rewards systems are in place to encourage good behaviour which pupils understand such as 'Going to the clouds' and golden time.
- Pupils generally behave well in all areas of the school, including in the dining hall. They are cheerful, friendly and polite and show good manners. They cooperate happily with their teachers and each other.
- Behaviour in lessons is consistently good. Pupils are very keen to learn and enjoy their lessons. This allows lessons to proceed smoothly.
- A very small minority of pupils find behaving well difficult. A small amount of misbehaviour was observed, typically involving one or two pupils finding it hard to sit still or to concentrate. These moments were dealt with promptly and quietly without any disturbance to the lesson flow.
- The school's work to keep pupils safe and secure is good. Pupils feel safe and well-cared for by all the adults in the school. Parents agree with this view and have great confidence in the staff. They are very happy with the care provided acknowledging that leaders and teachers are very approachable and 'listen to us'.
- The school actively teaches pupils about unsafe situations for example 'Stranger Danger', cyber-bullying and other dangers posed by use of the internet. Consequently pupils have a good understanding of how to keep themselves safe.
- Pupils understand what bullying is and are aware of the different types of bullying. They say it occasionally happens but are confident that any incidents are always taken seriously and dealt with effectively. Meticulous records of all incidents are kept no matter how minor. These records confirm the firm and consistent approach taken.
- Attendance is consistently at or above the national average. The school employs a learning mentor. This helps to ensure that any pupils who are absent too often attend more regularly and that families in difficulties are well supported. This shows the school's commitment to equal opportunities for all its pupils.

The leadership and management are good

- The school has a strong leadership team. Leaders and governors have a good understanding of the school's strengths and weaknesses. They are very clear about what improvements are needed to raise achievement further and how to bring it about. Staff are united in their desire to bring about continued improvement in their own teaching and to raise standards. They say that they are well supported in their professional development.
- Systems for checking on the quality of teaching and teacher performance, supported by well-targeted additional training, are robust. Teachers are held to account for the quality of their teaching and pay progression is linked to teacher performance. This ensures a continually improving picture in the quality of teaching.
- Leaders ensure that pupils' attainment and progress are checked regularly. Their rigorous analysis of this information helps them to accurately evaluate the school's performance, correctly pinpoint key priorities, and draw up actions plans. Furthermore, any pupils who are starting to fall behind are quickly identified. Regular meetings to discuss pupils' progress ensure that targeted additional support is put in place to help any pupils that do, to catch up.
- Subject leaders make rigorous checks of each teacher's planning, pupils' work in books and also seek the views of the pupils. As a result, they have a good understanding of the quality of teaching and the standards achieved in their subjects. Annual subject audits identify strengths and weaknesses in each subject and areas for improvement are identified.
- Although leaders have identified the right improvement priorities and detailed plans of the necessary actions for improvement are firmly in place, these plans do not yet make it clear enough how it will measure the intended impact on pupils' achievement. This makes it difficult for leaders and governors to review how successful their actions will be in achieving their goals.

- The school provides a rich and exciting curriculum. Currently, a new topic called 'Time Travel' is being trialled in preparation for the introduction of the new national curriculum next year. This approach is now providing more opportunities for pupils to apply their writing and mathematical skills across all subjects.
- A wide range of opportunities to develop pupils' musical, artistic and sporting interests and talents are provided both during and after school. As a result of additional funding, last year, all pupils were given the chance to learn a musical instrument. Singing also plays a big part in school life. A very successful choir recently performed at a local Mayoral function.
- The new primary school sport funding is being used to buy in a sports specialist to work alongside teachers, enhance the provision for pupils and improve staff expertise. It also helps to extend opportunities for competitive sporting events within the local cluster of schools. This contributes greatly to the pupils' health and well-being. The school enjoys much success in the football and athletics.
- Pupils of all ages learn German. A link has been established with a school in Timmerlah, Germany. A 'German Room' provides a role-play setting, for example a shop, so pupils can practise the language in an active way. Pupils develop a good understanding of other cultures.
- The school's promotion of spiritual development is very strong and is evident in the high quality of relationships in school. The school has been accredited with an award for its Christian distinctiveness last year.
- The local authority provides regular support through a school adviser, as well as additional advice according to the needs identified by school.
- The school meets all statutory requirements for the safeguarding of its pupils.
- **The governance of the school:**
 - Governance is much improved since the last inspection. Governors are now better informed and clearer about their roles. They check teachers' performance and pupils' progress carefully. They give particular attention to the progress of pupils supported by the pupil premium and check whether the funding is having a positive impact. They are fully aware of the school's priorities for improvement. Governors are keen to improve their skills even further. This is why they continuously seek to further develop their expertise by additional training. School finances are managed efficiently.

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

Unique reference number	119547
Local authority	Lancashire
Inspection number	440844

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.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	118
Appropriate authority	The governing body
Chair	Rev Mike Hartley
Headteacher	Elizabeth Morey
Date of previous school inspection	6 July 2011
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