

**LANCASHIRE COUNTY COUNCIL**  
**SCHOOL IMPROVEMENT SERVICE**  
**(PRIMARY AND FOUNDATION TEAM)**

**ANNUAL SUMMARY REPORT FOR PRIMARY SCHOOLS - AUTUMN 2018**

**09029: Bretherton Endowed CE Primary School**

**School Adviser: Karen Williams**

This report is provided to schools by their adviser and is intended to inform the work of the governing body.

It contains an overview of attainment and progress, an analysis of what might be the key priorities for improvement over the academic year 2018-19 and a comment on the capacity of the school to lead its own improvement and potentially to support others as gathered through the adviser's work with the school across the previous academic year.

It is correct in terms of the evidence available at the date of publication.

It is a matter for the governing body of each school to determine the extent to which it is circulated and the purposes to which it is put.



## **GENERAL**

Bretherton Endowed is an outstanding school, as rightly recognised during the last Ofsted, RE and one day subject inspections. The headteacher commenced in post two years ago, and has continued to drive the school on moving forward - taking the school from strength to strength. This includes for example, further developing the teaching profile, learning environment, and leadership at all levels. It is clear that all staff and stakeholders are committed to the very high standards in all aspects of the school's work.

This is a smaller than average school. The majority of pupils come from families whose socio-economic circumstances are best described as well above average, although just over 10% of pupils are from wards which are below average. The number of pupils eligible for a free school meal is well below average when compared to national and local figures. Some year groups have a gender imbalance, with for example considerably more boys than girls in the present Years 4 and 6.

Almost all of the pupils are from White British backgrounds, with no pupils that have English as an additional language. The proportion of pupils with special educational needs and/or disabilities tends to be broadly in line with the national average – as does the percentage of pupils with an Education, Health and Care Plan. Inward mobility and outward are just below Lancashire averages. Attendance, punctuality and behaviour - including behaviour for learning - are consistently excellent with a very high value placed on these aspects by the school. The school has had no exclusions over at least the last six years.

The school holds many awards including the Healthy Schools, Participation in Sport, Best Small School in Chorley, the Race Equality Charter accreditation, a Lancashire Learning Excellence Award for community cohesion and diversity, the Primary Quality Mark, and the Early Years Quality Mark. The school has also achieved the Gold Sports Award. In addition, the school has also achieved the "Church School Distinctiveness Award".

The headteacher and a classteacher are members of the LA Moderation Teams, covering EYFS, KS1 and KS2. They have both conducted effective moderations in other schools to validate practitioner judgements. The headteacher makes valuable contributions to LA projects related to SEN, as she has considerable expertise in this area, and she is a valued member of the LA PIVATs team. Networking opportunities such as these are to be commended as they also enhance practise in school.

## **PUPILS' ATTAINMENT AND PROGRESS (INCLUDING KEY GROUPS)** **Early Years Foundation Stage (EYFS)**

Attainment on-entry to the reception class tends to be broadly in line with typical attainment for the age, for most children, although a small proportion tends to be working below the typical age related bands in areas such as writing, and aspects of mathematical development.

On-entry attainment tends to be better in the personal, social and emotional development.

Analysis of EYFS Profile data over several years indicates that children make very good if not outstanding progress taking children's starting points into consideration; standards at the end of the EYFS are consistently above average in all aspects, with an improving trend. This pattern has continued over the last five years. In 2017-18, 92.9% of children achieved a "good level of development" (GLD) in the Early Learning Goals (ELG). This is well above the national and Lancashire figures and an improvement on the previous year. The attainment of boys and girls tends to be broadly similar over time. Both attain at generally a high level - notably this year all the boys attained a GLD.

Phonics attainment is at least very good.

Provision in being developed this year, with a change of room and better access to the outdoors. There is a focus on ensuring there is a high quality learning environment with an effective focus on further developing independence and challenge with child-initiated approaches. The adviser also noted the excellent quality of the support for other schools, by the practitioner, including as part of the LA EYFSP Moderation team.

### **Key Stage 1 (KS1)**

Standards of attainment and pupil progress are outstanding overall.

Attainment in phonics tends to be well above average over time. For 2017-18, 93.8% attained the standard, a further improvement on the previous year, and are now well above Lancashire/national figures. Both pupils in Year 2 who took the recheck in Year 2 - due to not reaching the standard in Year 1 last year – attained the expected standard. Results over the last two years indicate the very positive impact of a continued sharp focus on this aspect with a drive to build on challenge for all pupils.

Attainment at the end of KS1, has tended over time to be consistently well above the national average, significantly so for a number of measures over several years.

For 2017-18, the proportions of pupils assessed as attaining at least at the expected standards are above Lancashire and national averages, with 85.7% attaining at least expected in reading, 75% in writing and in 92.9% in mathematics. These results show improvements on the previous year for reading and mathematics. 78.6% of pupils' attained at least expected in reading/writing/mathematics combined - again above comparators and an improvement on the previous year.

The proportions of pupils assessed as 'working at greater depth' within the expected standard in reading, writing and in mathematics are well above Lancashire and national comparator figures – showing a particular improvement for writing.

Due to small cohort numbers, meaningful gender comparisons are tenuous – although girls did perform very well in particular at greater depth. Pupils with special educational needs (SEND) and the low numbers of pupils eligible for support from the pupil premium grant generally perform well compared to national figures, evidenced over several years. Interventions are well very used to promote progress.

In summary, results over time represent at least good progress across the key stage for all pupils, although the school will be keen to continue to embed improvements in the attainment of writing – thereby ensuring progress from the high end of EYFS results are maintained.

## **Key Stage 2 (KS2)**

Standards of attainment and progress are clearly outstanding overall, and have been so for a number of years, indicating the sustained nature of the high quality provision that is typical of the whole school.

For 2017-18, the proportions of pupils assessed as attaining at least at the expected standards are again high, and well above Lancashire and national averages. 80% attained the expected standard in reading, 100% in writing, and 87.6% in mathematics. In addition, 80% of pupils' attained at least the expected standard in reading/writing/mathematics combined - this is well above Lancashire/national comparators for the third year running. Attainment in the GPS test is also high, with 93.3% of pupils attaining at least the expected standard.

The proportion of pupils assessed as 'working at greater depth' within the expected standard in writing, at 60%, is exceptional – and well above the Lancashire/national comparator figures. Results for reading and mathematics are also very high – and above the national - at 40% and 46.7% respectively for 'higher attainers'. Similarly result for GP are high at 46.7%. All these results are improvements on the previous year.

The school is to be congratulated again on the continued impact of challenge for all pupils, including higher attainers.

For 2017-18, it is highly likely that progress will be positive for all of reading, writing and maths, with writing showing the best progress, when published by the DfE. Analysis confirms that boys and girls made good progress, with girls making slightly more progress than boys in reading, and boys slightly better in maths. The school has identified that there is room for improvement in progress for the more able in reading.

Although there are few pupils with FSM and/or eligible for the pupil premium grant, disadvantaged pupils are closely monitored during the year, with targeted interventions in place. Analysis confirms that they make rapid and sustained progress from their starting points. Pupils with SEND tend to attain and make progress at least in line with the average, and most make good progress, often attaining in line with the national average for all pupils at the end of KS2.

In summary, attainment and progress measures are excellent, although clearly the school will wish to continue working on sustaining this high level of performance. The school is keen to further raise the attainment of "expected" and above in reading still further so that this matches writing and mathematics.

## **QUALITY OF TEACHING**

The headteacher evaluates the quality of teaching to be outstanding overall. This judgement has been validated over time by undertaking joint lesson observations, work scrutiny, and data analysis with the school adviser, with many strengths being identified. Staff are to be congratulated on maintaining such a strong focus on high quality provision across all aspects; all staff are determined that pupils achieve well.

The consistently high standards and levels of progress made by pupils in all key stages are strong evidence of the high standards of teaching across the school. Strengths include excellent teacher practice, high expectations, appropriate pace, motivational and enthusiastic approaches, and excellent use of assessment for learning including high quality marking and well differentiated and targeted learning activities. Questioning is highly effective and demonstrates an understanding of the ways pupils think about subject content, including in English and mathematics.

The school has worked hard over the last year to further improve reasoning in mathematics, with a whole school focus, targeted training programme led by an LA consultant with an audit of planning and work, and a coaching approach. This has been welcomed by staff and many of the improvements to skills are transferable across the curriculum.

Teaching approaches are currently being reviewed and refreshed in the EYFS/KS1 to ensure that high quality is maintained and built upon, in light of the change of provision with more access to the outdoors. In addition the school is utilising a high quality coaching approach for the professional development of all staff.

Staff identify pupils' common misconceptions and act to ensure they are corrected. Learning is progressive and constantly demands more of pupils. It is evident that staff encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. All these aspects – and more - contribute to the highly effective learning culture in the school.

## **CAPACITY TO IMPROVE**

**(How do all leaders, including those with responsibility for governance, contribute to securing effective school improvement?)**

The headteacher has a deep and accurate understanding of the school's strengths and areas for development through a range of self-evaluation and monitoring procedures. She continues to be keenly focused on continuing to drive and secure further school improvement with rigour, building on the many strengths of this outstanding school.

Actions taken by the school have been shown to be extremely well targeted and have had an excellent impact in bringing about sustained school improvement, for example the sustained high standards over a number of years, and include the excellent results at the end of KS2 for the third year running, and the improvements in reasoning approaches in maths. The school has correctly identified areas for development and these have been addressed in well targeted improvement plans.

Teaching and learning is outstanding overall, and has been for a number of years. Leadership is working hard to ensure teaching continues to be of high quality, supporting and developing staff still further.

The broad and balanced curriculum inspires pupils to learn and achieve. Equality of opportunity and diversity are promoted very well. All pupils make very good progress from their starting points; many make outstanding progress. Behaviour, including behaviour for learning, is outstanding. Teachers and support staff work well together to closely monitor the progress of pupils, and tracking systems are excellent and very effective, with individual pupil expectations being challenging and aspirational. Subject leaders continue to be further developed in their roles and contribute well to further school improvements. Support staff make a positive difference to pupil outcomes and pupils with SEND are supported very well indeed.

The governing body is outstanding; governors are extremely knowledgeable, with a range of talents and expertise that support the school in the drive forward for continued improvement. Governors continue to be appropriately involved in the self-evaluation of the school, including asking appropriately challenging questions of the senior leadership team, and taking an active role and highly effective in senior appointments. A recent development is the role of specialist governors with an involvement in a comprehensive schedule of monitoring.

The ethos and culture of the school are to be forward thinking and ambitious for all pupils - with high expectations. Staff, governors and pupils are to be congratulated on maintaining momentum and drive. It is also noteworthy that the school is sharing excellent practice more widely for example via a teacher moderating other schools for the local authority for the EYFS and KS1.

In addition, the headteacher has been a local authority moderator for KS2 and supports the development of PIVATS for the authority as she has considerable expertise in SEND. This type of activity allows the school to maintain a high profile within the local and wider communities.

As the school adviser, it is a pleasure to be part of this process, and I thank you for your commitment. Overall capacity to improve continues to be outstanding.

*Continued....*

## SUGGESTED IMPROVEMENT PRIORITIES 2018-19

- To review and refresh teaching and learning in the EYFS/KS1 and to ensure that high quality is maintained and built upon, in light of the change of provision with more access to the outdoors.
- To further improve the attainment in writing at the end of KS1.
- To further raise the attainment of "expected" in reading still further so that this matches writing and mathematics by the end of KS2.
- To further improve questioning and curiosity approaches in foundation subjects - in particular science and computing.

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(School Adviser)

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(Headteacher)

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