

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

ANNUAL SUMMARY REPORT FOR PRIMARY SCHOOLS - AUTUMN 2019

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 2019-20 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 was last inspected in 2012 when it was identified as an outstanding school with subsequent subject and RE inspections reaching the same judgment. The school has continued to grow and develop over time with many strengths and improvements evident. These include, for example, further enhancing the teaching profile, the learning environment, and leadership at all levels. It is clear that all staff and stakeholders are committed to high standards in all aspects of the school's work.

This is a smaller than average school. The wards that serve the school are best described as well above average in terms of socio-economic circumstances. The number of pupils eligible for a free school meal is well below average when compared to Lancashire and national figures. However, it is notable that the Y6 cohort of 18 -19 had, for the school, a higher percentage of disadvantaged pupils - almost at the Lancashire average. Some year groups have a gender imbalance, with for example considerably more boys than girls in the present Y4 and Y5.

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 just below with the national average – as does the percentage of pupils with an Education, Health and Care Plan. However again, last year's Y6 cohort had a very high proportion of pupils with SEND; at almost 30%, well above Lancashire comparisons. The 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 very valuable contributions to LA projects related to SEND, 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 of children in some cohorts have been assessed as 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 progress; standards at the end of the EYFS are consistently above average in all aspects. In 2018-19, 80% of children achieved a "good level of development" (GLD) in the Early Learning Goals (ELG). The attainment of boys and girls tends to be broadly similar over time. Both attain at generally a good standard. Phonics attainment is good.

Provision has been further developed over the past year, with a change of room and better access to the outdoors. There continues to be a focus on a high quality learning environment with further development of independence and challenge through 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 at least good, if not outstanding, overall.

Attainment in phonics is excellent. For 2018-19, 93% attained the standard. This is well above Lancashire/national figures and this has been the case for two consecutive years showing sustained improvement. The one pupil 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 a three year period 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 2018-19, the proportions of pupils assessed as attaining at least the expected standards are well above Lancashire/national averages, with 94% attaining at least expected in reading and in writing and 100% in mathematics. These results show improvements on the previous year for all three aspects. 94% of pupils' attained at least expected in reading/writing/mathematics combined - again well above comparators and a continued improvement on previous years.

The proportions of pupils assessed as 'working at greater depth' within the expected standard in reading and in mathematics are well above Lancashire/national comparator figures, with writing just above.

Boys and girls attained similarly. 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. Interventions are well used to promote progress.

In summary, results over time represent excellent progress across the key stage, although the school will be keen to continue to maintain and embed the improvements – thereby ensuring progress from the high end of EYFS results are continued.

Key Stage 2 (KS2)

Standards of attainment and progress are high 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 2018-19, the proportions of pupils assessed as attaining at least at the expected standards are slightly lower than in previous years. This was expected by the school due to the needs of a number of pupils in the cohort (referred to earlier – disadvantage and SEND). Having said that, the school is pleased with the results of individual pupils that made good progress.

For this cohort, 76% attained at least the expected standard in reading, 71% in writing and 82% in mathematics. This is slightly below for writing, and slightly above for reading and mathematics. 71% attained at least the expected standard in the GPS. Overall, 71% of pupils' attained at least the expected standard in reading/writing/mathematics combined – slightly above the national figure. In previous years results have been above or well above the national.

The proportion of pupils assessed as 'working at greater depth' within the expected standard in writing, at 18%, is in line with Lancashire/national comparator figures. Results for reading and mathematics are good – and above comparators - at 27% and 35% respectively for 'higher attainers'. Similarly result for GPS are very good at 41%.

For 2018-19, it is highly likely that progress from the previous key stage results will be at least slightly positive for reading and maths, with writing being more in line, when published by the DfE. Analysis confirms that boys and girls made similar progress.

The disadvantaged pupils and those with SEND have been closely monitored during the year, with targeted interventions in place. As said above, the school is pleased with these results. In summary, attainment and progress measures over time tend to be excellent, although clearly the school will wish to continue working on sustaining a high level of performance.

QUALITY OF TEACHING

The headteacher evaluates the quality of teaching to be at least good, if not 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 maintain 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 over time are strong evidence of the high standards of teaching across the school. Strengths include high expectations, appropriate pace, motivational and enthusiastic approaches, and excellent use of assessment for learning including high quality feedback and well differentiated and targeted learning activities. Questioning is effective

Teaching approaches are continuously 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 with a recent focus on improving questioning and "curiosity" approaches in the foundation subjects.

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. Leadership is working hard to ensure teaching continues to be of high quality, supporting and developing staff still further.

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 KS1, and the achievements of Y6 despite a number of difficulties. The school has correctly identified areas for development and these have been addressed in well targeted improvement plans.

The broad and balanced curriculum inspires pupils to learn and achieve. Equality of opportunity and diversity are promoted very well. All pupils make at least good progress from their starting points. Behaviour, including behaviour for learning, is excellent. 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 well – although the school is keen to review outcomes and provision here.

The governing board is very effective; 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. "Specialist governors" have 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. An example of this is that whilst the school has previously been judged as outstanding, the leadership team is keen to re-evaluate this judgement in the light of the new Ofsted criteria. This will be a good opportunity to involve the new LA school adviser.

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.

Overall capacity to improve continues to be excellent.

On a personal note, as the school adviser over a number of years, I would like to take this opportunity to thank you all for your commitment. It has been a pleasure to work with you all and witness the high level of expectation you have for excellence for all your pupils. I wish you all the best for the future and am sure you will continue to go from strength to strength.

SUGGESTED IMPROVEMENT PRIORITIES 2019-20

- To review and further enhance the progress of pupils with SEND throughout the school. To include review and further development of benchmarking, intervention and monitoring;
- To further develop the already high quality curriculum across the school;
- Further enhance and develop the impact of subject leaders.

Signed: Karen Williams

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(Headteacher)

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