

Inspection of a good school: Slaidburn Brennands Endowed Primary School

Church Street, Slaidburn, Clitheroe, Lancashire BB7 3ER

Inspection dates:

15 November 2022

Outcome

Slaidburn Brennands Endowed Primary School continues to be a good school.

What is it like to attend this school?

Pupils, and children in the early years, enjoy coming to school and feel safe and welcome. Pupils get on well with their teachers and enjoy spending time with their friends.

The school lies at the heart of the community. Leaders, parents and pupils all describe the school as having a family feel. Pupils take part in important village events, such as the May Queen Festival and help at church coffee mornings.

Leaders have high expectations of pupils' behaviour and learning. In lessons, and around school, pupils live up to these expectations. Pupils, including children in the early years, work well in class and take pride in their work. Most pupils, including those with special educational needs and/or disabilities (SEND), achieve well.

Pupils behave well around school. Pupils know the rules and are polite and respectful towards each other and adults. Lessons are rarely disrupted by poor behaviour. Pupils do not worry about bullying. They know that if it happened, it would be dealt with quickly by staff.

Pupils benefit from a wide range of clubs and activities. For example, they talked proudly about representing the school in sports events. Pupils value the attractive school grounds, particularly the areas that are used for developing their skills through outdoor learning.

What does the school do well and what does it need to do better?

Teachers are knowledgeable about the subjects that they teach. Most pupils remember the knowledge that they gain and use this successfully in future learning. Staff use assessment processes effectively to address any misconceptions that pupils may have. Leaders are aspirational for what all pupils can achieve. They want to make learning memorable. For example, a recent talk from a visiting professor brought their learning in history to life. However, in a small number of subjects, leaders have not thought carefully

enough about the different types of knowledge that pupils should know or how this should be ordered over time. This means that pupils do not build on their knowledge, including their knowledge of the methods and processes linked to these subjects, term by term, or year by year, as well as they should.

Children in the early years quickly settle into the school routines. They benefit from a curriculum that is broad, engaging and provides them with secure foundations from which to build their later learning.

Reading is at the heart of the school's curriculum. Children in the early years develop an appreciation of language and reading. They respond enthusiastically when teachers read to them. Recently, school leaders have introduced a new phonics programme and trained staff to deliver this well. As a result, there is consistency in the teaching of reading, including in the early years. Teachers are skilled in providing carefully delivered lessons that help children and pupils to develop their phonics knowledge. Pupils take home books which match the sounds they have learned in class. Any children or pupils who struggle to read are given the help they need to keep up with their peers. As they move through the school, pupils develop a real love of reading. Teachers introduce pupils to a wide range of books and authors.

Pupils with SEND are identified quickly and effectively. This starts in the early years. Staff are skilled at giving children and pupils with SEND the support that they need, so that these pupils can get the most from the curriculum.

Leaders provide opportunities for pupils to have roles of responsibility. For example, there is a school council and some pupils are hall monitors or playground leaders. Pupils represent the school in community events and organise fundraising opportunities for various charities. They learn about a range of beliefs and faiths. They also understand the importance of treating everyone with respect and celebrating diversity.

Pupils value the variety of clubs and activities on offer that cater for their interests and talents. Many pupils take part in clubs. They especially enjoy art, gymnastics and learning to play the ukulele and recorder. Year 6 pupils are looking forward to their upcoming residential visit to the Lake District.

Leaders work well with parents, carers, other schools and the local authority. Governors know the school well and they carry out their duties effectively. They value the work of the leadership team. Staff appreciate the way that leaders have considered their workload and welfare.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff are trained well, so that they understand their responsibilities to keep pupils and children safe. Staff report any safeguarding concerns swiftly. Leaders and staff know pupils and families well. Links made between school staff and external

agencies ensure that pupils and families receive the support that they may need. Leaders provide staff with regular safeguarding reminders to keep their knowledge up to date.

Pupils learn about keeping themselves safe on and offline. They know how to report any situations that make them feel uncomfortable, including when they are using social media.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not ensured that the curriculum for some subjects defines the different types of essential knowledge that pupils will learn from the early years to Year 6. This means that some pupils do not remember knowledge as well as they should. Leaders should ensure that the curriculum for all subjects identifies the different types of essential knowledge pupils will build from the early years to Year 6, so that they are better prepared for secondary school.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in January 2014.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	119474
Local authority	Lancashire
Inspection number	10240222
Type of school	Primary
School category	Voluntary Aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	31
Appropriate authority	The governing body
Chair of governing body	Joanne Breaks
Headteacher	Sarah White
Website	http://www.brennands.lancs.sch.uk
Date of previous inspection	6 June 2017, under section 8 of the Education Act 2005

Information about this school

- The headteacher has been appointed since the previous inspection.
- Leaders do not make use of any alternative provision.
- This is a Church of England school and is part of the Diocese of Leeds. The most recent section 48 inspection took place in June 2019.

Information about this inspection

- This was the first routine inspection that the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors spoke with the headteacher and other school leaders. The lead inspector spoke to an advisor to the school, a representative from the diocese and a representative from the local authority.

- Inspectors carried out deep dives in early reading, mathematics and science. They spoke with the curriculum leaders of these subjects. Inspectors visited lessons, looked at pupils' work and talked with pupils. They also observed pupils reading to a member of staff.
- Inspectors considered the responses to Ofsted Parent View. There were no responses to the pupil or staff survey.
- Inspectors checked the arrangements for keeping pupils safe. They reviewed documentation and spoke to leaders and staff about safeguarding.
- Inspectors observed pupils' behaviour in lessons and at lunchtime. They spoke with groups of pupils about their experience of school.

Inspection team

Rebecca Sharples, lead inspector

His Majesty's Inspector

Claire Hollister

Ofsted Inspector

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