

Goosnargh Oliverson's CE Primary School

Inspection report

Unique Reference Number	119564
Local authority	Lancashire
Inspection number	379838
Inspection dates	10–11 January 2012
Lead inspector	Melvyn Hemmings

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	180
Appropriate authority	The governing body
Chair	Stephen Cooper
Headteacher	Helen Sant
Date of previous school inspection	24 May 2007
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Introduction

Inspection team

Melvyn Hemmings
Philip Martin

Additional inspector
Additional inspector

This inspection was carried out with two days' notice. The inspectors observed 14 lessons or parts of lessons taught by seven teachers. They held discussions with the Chair and vice chair of the Governing Body, staff, groups of pupils and the local authority representative for the school. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work and looked at school documentation, including that relating to safeguarding, records of meetings of the governing body, assessment information and curriculum planning. Work in pupils' books and displays around the school were examined. Questionnaires from staff, pupils and from 74 parents and carers were scrutinised.

Information about the school

Goosnargh Oliverson's is smaller than the average sized maintained primary school. The proportion of pupils known to be eligible for free school meals is below average, as is that of pupils with special educational needs. Almost all pupils are of White British heritage. The school holds a number of awards, including the Activemark and has Healthy School status. The government floor standards have been exceeded for the past three years.

There has been a prolonged period since the previous inspection in which key senior leaders were in a temporary capacity. The temporary headteacher was appointed as permanent headteacher at Easter 2011. There is on site privately managed, day and before and after school care, which is subject to a separate inspection by Ofsted.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall Effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key Findings

- Goosnargh Oliverson’s is a good school. It enables its pupils to flourish within a stimulating and friendly setting for learning.
- Pupils’ achievement is good. They make good progress through the school and attainment is above average in English and mathematics by the end of Year 6. Attainment is stronger in reading and writing than mathematics. Pupils are not adept at quick mental recall and not always proficient in solving real life number problems.
- Good quality teaching ensures that pupils are engaged in their activities and are motivated to do well. Teachers explain clearly to pupils what they are to learn in lessons and how to succeed. Teaching has many strengths but not all teachers consistently challenge all pupils sufficiently, particularly in mathematics. Pupils are encouraged to explore ideas for themselves and this effectively promotes their development as independent learners.
- Pupils’ behaviour is good and makes a significant contribution to their good progress. They are polite and considerate and eager to help others. Pupils’ attendance is high and they are punctual in arriving at school. Pupils enjoy their learning and set about their activities with enthusiasm. They have a good understanding of how to stay safe and say they feel secure in school.
- The headteacher provides focused educational direction and a clear vision for moving the school forward. This vision is shared by all involved in the life of the school and a strong team ethos is evident. Some middle leaders are inexperienced in monitoring and evaluating teaching and this limits their contribution to some aspects of school improvement. Leaders ensure there are many opportunities for pupils to develop and use their literacy skills across the curriculum, but the use of numeracy in subjects other than mathematics is not fully developed.

What does the school need to do to improve further

- Raise attainment in mathematics further by:
 - improving pupils' quick mental recall skills and their ability to solve real life number problems
 - ensuring all teachers consistently set work that challenges different groups sufficiently
 - providing more opportunities for pupils to practise and refine their numeracy skills across the curriculum.

- Ensure all middle leaders gain the necessary experience in monitoring and evaluating the quality of teaching so they can play a greater role in driving improvement.

Main Report

Achievement of pupils

Pupils achieve well from their skill level on entering school, which is generally typical. They mostly learn well and make good progress in lessons, showing good attitudes to their work. Occasionally, learning slows when activities do not provide pupils with enough challenge. In the Early Years Foundation Stage, children make good progress as a result of consistently good teaching. Adults are aware of the needs of children of this age and provide activities that are practical and engaging. The teaching of phonics is strong and enables pupils to make good progress in linking letters and sounds. A good example of this was observed when children were involved in a word bingo game, which effectively developed their ability to identify and say correctly tricky words such as 'into', 'go' and 'the'. Such activity impacts positively on their attainment in reading and writing.

Pupils maintain good progress through the rest of the school. As a result, their attainment is above average in English and mathematics by the end of Year 6. Attainment in reading has been a strength of the school in recent years, being consistently well above average at the end of Key Stage 1 and by the time pupils leave school in Year 6. Pupils read confidently, fluently and with enjoyment. They talk with enthusiasm about their favourite books and authors. Attainment in writing has been above average but not as strong as in reading. Action taken by leaders in recent years has narrowed the gap and it is now minimal. Pupils' creative writing is imaginative and effectively expresses their ideas and feelings. Their non-fiction writing is well structured, so it has clarity for the reader. Pupils' enjoyment of writing was evident in a lesson in Year 3, in which they were exploring features that writers use to provoke readers' reactions. Pupils have secure calculation skills in mathematics but are not quite as good at quick mental recall. They do not always show proficiency in solving practical real life number problems. Pupils have well developed information and communication technology (ICT) skills and use these well to support their work in other subjects.

Pupils with special educational needs make the same good progress as others because of the well targeted support they receive. There is no significant difference between the achievement of different groups or in their quality of learning. In their questionnaires, almost all parents and carers agreed that their children were making good progress at the school and their particular needs were met. This is an accurate view.

Quality of teaching

Teachers are aware of pupils' prior learning and ensure that activities build on it effectively. They manage classrooms well, so that little time is lost and pupils stay on task. Teachers have good subject knowledge that enables them to explain new ideas confidently and clearly. This was evident in a literacy lesson for pupils in Year 6 in which they were learning to recognise the difference between persuasive and discussion text. Questioning is used effectively to probe pupils' understanding of ideas being taught and to develop their communication skills. Marking and discussion is used well to make sure that pupils understand their individual targets in detail and how to achieve them. In a few mathematics lessons, activities do not sufficiently challenge different groups and this limits the progress they make.

Good relationships ensure that classrooms are friendly and calm places in which to learn. Teachers effectively use a wide range of resources, including ICT, to engage and motivate pupils. This was observed in a mathematics lesson for pupils in Year 3 in which the teacher cut a sponge cake into various slices to demonstrate how to identify simple fractions of a shape. Teaching makes a positive impact on pupils' spiritual, moral, social and cultural (SMSC) development. This is exemplified in the high expectations of pupils' behaviour, ensuring they have a clear understanding of right and wrong. Pupils' social development is effectively fostered by the many opportunities to be involved in paired and small group activities to investigate ideas for themselves. A lesson for pupils in Year 6 enabled them to explore and discuss the values they believed were important to their school. The curriculum is planned well to develop pupils' literacy skills in subjects other than English. It is not as effective in developing pupils' numeracy skills.

The work of teaching assistants is focused effectively and makes a good contribution to the progress that pupils make, particularly pupils with special educational needs. The vast majority of parents and carers feel that their children are taught well at school. This is an accurate view.

Behaviour and safety of pupils

Pupils and their parents and carers overwhelmingly say that behaviour is good and has been so over time. Observations in lessons and around school confirm that behaviour is good. Pupils have positive attitudes to learning and act responsibly so there is no disruption to lessons. This makes a strong contribution to pupils' good progress. Pupils show much enjoyment in their activities. A good example of this was seen when children in the Early Years Foundation Stage were lost in a world of their own in the role play area which was set up as an 'Ice Castle'. Pupils are friendly and helpful to others in and around school and, as a result, a friendly and welcoming atmosphere pervades school life. A few parents and carers did not agree that the school deals with cases of bullying effectively. These views were explored by inspectors. During the inspection no instances of bullying were observed. Pupils have a good understanding of the different kinds of bullying and say that any such behaviour is rare. If it happens pupils say that staff deal with it promptly and effectively. Staff and the governing body agree that bullying is rare and that strong emphasis is given to quickly addressing any such instances.

Different groups of pupils say they feel safe in school at all times. Almost all parents and carers agreed that the school keeps their children safe. One comment was typical, 'The school is a very caring and safe place for our children.' Pupils have a good understanding of

what might constitute an unsafe situation. They say they are confident that if they have any worries or concerns they can talk to a member of staff and they will be dealt with promptly. Pupils' enjoyment of school is reflected in their high attendance and punctuality. This contributes significantly to their good achievement.

Leadership and management

The school has worked successfully during the period of being led by temporary leaders to ensure there has been no adverse effect to pupils' learning. During this time, the acting headteacher has been central to the school, consolidating and building upon its good performance at the last inspection. A variety of effective initiatives have been taken to promote school improvement. These include the good professional development of staff to advance their expertise in promoting pupils' writing skills. This has improved the quality of teaching and raised attainment in writing. Leadership responsibilities have been delegated more widely amongst more staff by the creation of middle leadership teams. Middle leaders are developing their expertise in monitoring and evaluating the quality of teaching and learning although not all have yet acquired the necessary experience in doing this. The governing body is fully involved in evaluating the school and influential in determining its direction. Self-evaluation is accurate and gives a clear picture of the school's strengths and weaknesses. The information gained is used effectively to prioritise and plan for further improvement. The school's successful track record in recent years shows the capacity for further improvement is good.

Leaders and the governing body make sure that safeguarding arrangements are comprehensive and ensure the safety and well being of pupils and staff. The training of staff in safeguarding, particularly child protection, is of good quality. The promotion of equality of opportunity and tackling of discrimination is at the heart of the school's work. Leaders track the progress of individuals and different groups accurately, so that any required intervention programmes can be put into place quickly. As a result, pupils' outcomes are positive and any unevenness between different groups is minimal.

The curriculum is good. It is planned well to meet the needs of different groups of pupils and to ensure that their spiritual, moral, social and cultural development is good. Pupils' social development is effectively promoted through enrichment activities, including residential stays and visits to places of educational interest such as the Roman Fort and Museum at Ribchester. Their cultural development is enhanced by the opportunity to engage with pupils in a school in Preston who have different ethnic and social backgrounds to their own. Engagement with parents and carers is good and ensures they are effectively involved in their children's learning and the work of the school.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



12 January 2012

Dear Pupils

Inspection of Goosnargh Oliverson's CE Primary School, Preston PR3 2BN

Thank you for the friendly welcome you gave the team when we inspected your school. We enjoyed meeting you and seeing the many interesting things you do.

The inspectors judge that yours is a good school and that:

- your progress and achievement is good so you attain standards that are above average in English and mathematics by the end of Year 6
- staff look after you well and make sure you are safe in school
- you behave well, have positive attitudes and are eager to learn
- adults are interested in your views and explain how to improve your work, as you indicated in your questionnaires
- you enjoy school as is shown by your high attendance
- the school works with parents and carers effectively to support your learning.

What we have asked your school to do now is to:

- improve your quick mental recall skills in mathematics and your ability to solve practical number problems
- provide you with more opportunities to use numeracy skills across the curriculum
- make sure all teachers consistently give you work that makes you think hard
- ensure that all school leaders are skilled at checking the quality of teaching.

All of you are a credit to your school and can help it improve further by continuing to try your best in your activities.

Yours sincerely,

Melvyn Hemmings
Lead inspector

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