

# St Mary's Roman Catholic Primary School, Chipping

## Inspection report

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<b>Unique Reference Number</b>	119643
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	339488
<b>Inspection dates</b>	8–9 December 2010
<b>Reporting inspector</b>	Stephen Wall

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	33
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr David Hall
<b>Headteacher</b>	Mrs Chris Stringer
<b>Date of previous school inspection</b>	3 October 2006
<b>School address</b>	Club Lane Chipping, Preston Lancashire PR3 2QH
<b>Telephone number</b>	01995 61367
<b>Fax number</b>	01995 61367
<b>Email address</b>	head@st-marys-chipping.lancs.sch.uk

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## Introduction

This inspection was carried out by one additional inspector. Six lessons were observed taught by four teachers. The inspector held meetings with the Chair and Vice-Chair of the Governing Body, staff and groups of pupils. The inspector observed the school's work and looked at the monitoring of pupils' progress, the school's self-evaluation and planning for improvement and the school's documentation relating to safeguarding. Questionnaires from 26 parents and carers were scrutinised, together with those from pupils and staff.

The inspector reviewed many aspects of the school's work. He looked in detail at the following.

- How well pupils achieve in mathematics, especially in Key Stage 2.
- How well teaching and the curriculum meet the needs of all pupils in the small mixed-age, mixed-ability classes, including pupils with special educational needs and/or disabilities.
- How effectively the needs of the very small number of children in the Early Years Foundation Stage are met.

## Information about the school

This is a very small school in a rural, village setting. All pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is well below the national average. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is broadly average. The headteacher has recently been appointed permanently following a period as acting headteacher since September 2009. The very small number of pupils in each year group means that mixed-age classes are the norm. Children in the Early Years Foundation Stage are taught together with Key Stage 1 pupils; and pupils in Key Stage 2 are taught together as one group except for literacy and numeracy. The school has gained the following accreditation: Healthy School status; and a School Sports Partnership award for exceptional delivery of the sporting curriculum.

**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: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

This is an outstanding school. It offers outstanding value for money. Excellent leadership and management, including an outstanding governing body, are driving the school strongly forward. Accurate self-evaluation leads to rigorous tackling of weaknesses. As a result attainment is rising rapidly. Since the last inspection, many aspects of the school's work have improved significantly including the curriculum and the overall effectiveness of the Early Years Foundation Stage, both of which are outstanding. These factors and the maintenance of the highest possible levels of pupils' personal development demonstrate the school's outstanding capacity for continued improvement.

Pupils feel exceptionally safe in school because of the excellence of the care, guidance and support provided. Their adoption and understanding of healthy lifestyles are outstanding. Pupils love coming to school; their attendance is exceptionally high. The school is at the heart of the community it serves because the pupils do so much locally. In lessons and around school pupils' behaviour is consistently exemplary. Their good basic skills and their exceptional levels of self-confidence prepare them outstandingly well for future success. Their spiritual, moral, social and cultural development is of the highest order. It is underpinned by the school's strong Christian and family-like ethos.

Teaching is good and improving; in the Early Years Foundation Stage and Key Stage 1 it is outstanding. Teaching makes excellent use of assessment to match tasks to the age and ability of different groups of pupils. After a period of disruption, teaching in Key Stage 2 is recovering strongly. It is purposeful and enables pupils to make good and improving progress. However, some inconsistencies remain to be tackled. For example: the effective use of group and pair work to encourage pupils' more active involvement in their own learning varies; and the creative use in teaching of information and communication technology (ICT) to spark pupils' interest and engagement even further are not routinely exploited.

Excellent leadership has forged outstanding relationships with parents and carers. Outstanding partnerships with a host of outside organisations and other schools are highly effective in promoting learning and pupils' well-being as well as broadening pupils' horizons and contributing to the school's outstanding promotion of community cohesion. It is no wonder, in this highly inclusive school, that equality of opportunity and tackling discrimination are of the very highest order.

## What does the school need to do to improve further?

- Raise attainment further, especially in Key Stage 2, by making sure that teaching is consistently effective in:

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- providing pupils with opportunities to be actively involved in their own learning through, for example, pair and group work
- using ICT creatively to spark pupils' interest further and encourage their learning and progress.

## Outcomes for individuals and groups of pupils

**1**

Pupils enjoy learning. Their excellent attitudes and behaviour help them learn very effectively. In lessons, pupils are keen to answer questions. When given the opportunity, they contribute effectively in groups and pairs to share ideas, although occasionally they are expected to listen for too long to the class teacher. Pupils take pride in presenting their work neatly. They settle to work quickly and enthusiastically. All are keen to give of their best. Pupils achieve well overall as they move up through the school. Young children joining the school generally have knowledge, understanding and skills that are typical for their age, but this varies year-on-year and is sometimes above this. Children get off to an excellent start in the Early Years Foundation Stage and Key Stage 1 because teaching is outstanding. Progress slowed for a time in Key Stage 2, especially in mathematics, following some disruption to staffing. However, it is now accelerating rapidly because new leadership has a sharp focus on improving teaching and using assessment rigorously to track and support the progress of individual pupils. Students with special educational needs and/or disabilities also make good and improving progress because their needs have been identified more accurately to provide very effective support.

All aspects of pupils' personal development are outstanding. Pupils show remarkable levels of self-confidence. They are exceptionally polite and make visitors exceptionally welcome. Their great sense of pride in their little school is obvious. They are respectful to each other and to the adults working with them. They love taking on responsibilities by, for example, becoming play leaders. Older pupils are very keen to help younger pupils. All pupils, regardless of age, play together harmoniously. Pupils know how important healthy lifestyles are. Despite the very small size of the school, sport features heavily in school life using a range of outside expertise to provide pupils with an exceptional range of 'taster' opportunities. Sporting activities are also shared with another local primary school to extend opportunities further. Healthy eating is encouraged. Even the youngest children can explain what foods are good for them. Vegetables grown by pupils in the school garden are used in practical cooking lessons in the school's purpose-built teaching kitchen. By the end of Year 6 pupils are exceptionally well prepared for the next stages in their education. They have good and improving basic skills in literacy, numeracy and ICT allied to exceptional levels of confidence and positive attitudes to learning and education in general.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Teaching is good and improving; some, especially in the Early Years Foundation Stage and Key Stage 1, is outstanding. Teachers have good subject knowledge. Teaching uses assessment skilfully to match tasks closely to the needs and ages of pupils in mixed-age, mixed-ability classes. In most classes teaching encourages pupils to participate actively, although sometimes opportunities to extend this through group and pair work are not exploited. Teaching promotes very positive relationships with pupils, with the result that behaviour is consistently outstanding. Teaching is very successful in using the environment to extend learning. For example, pupils in a Key Stage 2 English class donned hats, coats and gloves to go outside into the snowy story-telling garden to discuss poetry on the theme of winter and snow. Teachers mark pupils' work regularly. Comments are of a consistently high quality in telling pupils what they need to do to improve their work.

The outstanding curriculum plays a pivotal role in supporting pupils' good and improving achievement. Provision for mathematics has been improved by providing more time on the timetable and more dedicated professional development for staff. English and mathematics benefit from a wide range of opportunities for pupils to develop their skills through practical activities. For example, pupils of all ages organise the school's annual story-telling festival at various venues around the village. This involves writing letters to invite guest speakers, drawing up a timetable of events, keeping close track of the budget, as well as pupils writing their own stories to relate to large audiences. The use of project

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work is also central to igniting pupils' interest and love of learning. For example, pupils of all ages speak passionately and knowledgeably about their project on the Second World War.

Care, guidance and support are central to the school's success. Excellent induction into the Early Years Foundation Stage ensures children settle quickly into school life. Outstanding relations with the partner secondary school make sure that pupils are very well prepared for life in a much larger establishment. Pupils are well known as individuals. Care and support for pupils with special educational needs and/or disabilities and for vulnerable pupils are of the highest order, ensuring their happiness and good academic progress.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	1
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

Leadership and management are very successful in moving the school strongly forward. Teamwork across the school is excellent. All adults working in the school share leaders' vision for the success of the school and are working effectively to put it into practice. New leadership has been extremely successful in galvanising the work of the governing body to support raising attainment. Governors support and question in equal measure. They contribute by providing one-on-one tuition in mathematics to pupils whose progress is slower than it ought to be. Relationships with parents and carers are excellent. Parents and carers are deeply involved in school life. They raise considerable sums of money to support the school. For instance, parents and carers funded the construction of the new story-telling garden. Leadership is constantly on the look-out for links with outside agencies to add to the wide range of learning experiences for the pupils. For example, forest rangers and local hand-crafted furniture manufacturers help children appreciate the richness of their environment.

All pupils are valued equally in this highly-inclusive school. The progress and welfare of each individual pupil is monitored and discussed regularly so that any potential problems can be nipped in the bud. Consequently, all pupils make good and improving progress. The school promotes respect for others, and especially for those who are different, very effectively. It evaluates the impact of its actions rigorously and there is no evidence whatsoever of discrimination.

Attention to safeguarding is outstanding. All necessary checks are carried out and recorded meticulously. Comprehensive risk assessments are of the highest quality. Training in child protection for all adults in the school, including governors, is regular and of very high quality. Policies, procedures and actions to support pupils who may be at risk are exemplary.

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The school promotes community cohesion exceptionally well. It has an excellent understanding of its context and plans accordingly. The school itself is an exceptionally harmonious community. Activities such as the story-telling festival and with the local church ensure that the school is at the heart of its local community. Strong relations have been formed with other schools with a more diverse ethnic make-up to promote understanding of Britain's diverse society. Established links with a school in a deprived area of Brazil and participation in an exchange visit with pupils from Chernobyl bring home to pupils the challenges facing other youngsters less fortunate than themselves.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

The number of children in the Early Years Foundation Stage is very small. At the time of the inspection there were only three children in Reception. However, the school makes excellent provision for them. Children in the Early Years Foundation Stage get off to a flying start and make outstanding progress. There are excellent facilities both indoors and out. Programmes of learning are put together meticulously for each individual child based on initial assessment of needs and regular tracking of progress. Children work confidently together with older Year 1 and Year 2 pupils. It was a pleasure to see them all working together with tremendous enthusiasm baking Christmas cakes, for example. When necessary, highly skilled support for children in Reception is provided by the fully-trained support assistant. Children are encouraged to choose activities for themselves whenever possible to encourage their inquisitiveness and learning skills. Children work in a safe and outstandingly welcoming environment. They are each known extremely well as individuals. Excellent arrangements for induction into the Early Years Foundation Stage ensure that children settle seamlessly into school life. Reporting to parents is regular and of high quality. Leadership and management are excellent. There is a clear vision for success and a sharp focus on improvement wherever possible. As a result the Early Years Foundation



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Stage has improved significantly since the last inspection and is outstanding in all respects.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

There was a good return of questionnaires from parents and carers. Almost all expressed happiness with the education the school is providing for their children.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Mary's Roman Catholic Primary School, Chipping to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 26 completed questionnaires by the end of the on-site inspection. In total, there are 33 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	21	81	4	15	1	4	0	0
The school keeps my child safe	19	73	6	23	1	4	0	0
My school informs me about my child's progress	17	65	8	31	0	0	0	0
My child is making enough progress at this school	17	65	8	31	1	4	0	0
The teaching is good at this school	17	65	8	31	1	4	0	0
The school helps me to support my child's learning	15	58	10	38	0	0	0	0
The school helps my child to have a healthy lifestyle	18	69	8	31	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	20	77	5	19	0	0	0	0
The school meets my child's particular needs	19	73	6	23	0	0	0	0
The school deals effectively with unacceptable behaviour	14	54	11	42	0	0	0	0
The school takes account of my suggestions and concerns	16	62	10	38	0	0	0	0
The school is led and managed effectively	15	58	10	38	0	0	0	0
Overall, I am happy with my child's experience at this school	19	73	6	23	1	4	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## 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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.

**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.**



10 December 2010

Dear Pupils

**Inspection of St Mary's Roman Catholic Primary School, Chipping, Preston, PR3 2QH**

Thank you for welcoming me so warmly to your school recently. It was a pleasure to meet you and talk to so many of you.

You will be pleased to know that you go to an outstanding school. It takes excellent care of you and helps you in every way it can to develop into confident and well-mannered young people. Your behaviour is excellent in lessons and around school. I was very impressed with how much you enjoy school. Your attendance is very high – well done! You all get along together so well and with the adults working with you. You are extremely busy in your local community with such wonderful things as the story-telling festival that you were so keen to tell me about. Your headteacher is very keen to make sure that the school gives you the best it possibly can. As a result it is good to see how much your progress and achievement, especially in mathematics, has improved; again, well done!

In order to help you attain even higher standards, I am asking your teachers to make sure that you are actively involved in lessons as much as possible through pair and group work and that information and communication technology is used more creatively to spark your interest in what is being taught.

You have much to be proud of in your small school. I am confident that you will continue to work hard and help it go from strength-to-strength in future.

I wish you all every success for the future.

Yours sincerely

Stephen Wall

Lead inspector

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