

Heskin Pemberton's Church of England Primary School

Inspection report

Unique Reference Number	119475
Local Authority	Lancashire
Inspection number	358562
Inspection dates	22–23 November 2010
Reporting inspector	Barbara Flitcroft

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	82
Appropriate authority	The governing body
Chair	Mrs Doreen Hoddinott
Headteacher	Mrs Anne Grew
Date of previous school inspection	12 December 2007
School address	Withington Lane Heskin, Chorley Lancashire PR7 5LU
Telephone number	01257 451365
Fax number	01257 450695
Email address	head@heskinpembertons.lancs.sch.uk

Age group	4–11
Inspection dates	22–23 November 2010
Inspection number	358562

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 1234 234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 1234 234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by two additional inspectors. The inspectors observed four teachers, visited eight lessons and held meetings with members of the governing body, staff and groups of pupils. They observed the school's work, and looked at pupils' books, improvement planning, a range of policy documents, national published assessment data and the school's own data. Inspectors also analysed 49 parental and carer questionnaires, four from staff and 37 from pupils.

- How well different groups of pupils achieve, particularly in English.
- The quality of pupils' spiritual, moral, social and cultural development.
- The quality of teaching and assessment, and the effect this has on pupils' progress including those in the Early Years Foundation Stage.

Information about the school

Heskin Pemberton's school is smaller than average for a primary school. The vast majority of pupils are of White British heritage and all speak English as their first language. The proportion of pupils with special educational needs and/or disabilities is below the national average. The proportion of pupils known to be eligible for free school meals is below the national average. There is a breakfast and after-school care club on the school site; these are run privately by separate providers and are exempt from registration as they run for less than 2 hours per day. There is provision for the Early Years Foundation Stage in the mixed Reception and Year 1 class. Since the last inspection, there has been an Early Years Foundation Stage and Year 1 learning area added to the building and the outdoor areas have been developed. There is a new Early Years Foundation Stage leader.

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?

2

The school's capacity for sustained improvement

2

Main findings

Heskin Pemberton's pupils are rightly proud to attend their good school and they take great pleasure in telling visitors that their school feels like one big happy family. The vast majority of parents and carers appreciate and praise the work of the school, as reflected in comments such as, 'There is a nurturing environment created by the Head, teachers and support staff which is a great basis for learning.'

A great strength of this school is that staff know all the pupils well so work is well matched to the ability of different groups. Consequently, pupils make good progress throughout the school, from starting points which are generally in-line with expectations. By the end of Year 6, overall attainment is above average. The results fluctuate because of the small numbers in each year group. Since the previous inspection, the school has done much to improve pupils' writing skills across the curriculum and this is evident in the pupils' work. Assessment procedures are particularly effective in English; pupils receive regular feedback on their learning and advice for the next steps. This is not so in other subjects, where the quality of teachers' marking is sometimes sparse and not so effective.

The vast majority of pupils feel happy, safe and secure in school. They confidently speak of how to keep themselves safe and the great majority make healthy choices about the way they live their lives. Spiritual, moral, social and cultural development is good. The school has worked hard to address a recommendation from the previous inspection to develop pupils' cultural awareness. Pupils now have a good knowledge about other faiths and cultures. As a result of leaders choosing community cohesion as a focus for development, this is good at local, national and global perspectives. Capacity for improvement is good; senior leaders know the school well and evaluate its work accurately. Improvement plans identify the correct priorities for moving the school forward. This is resulting in improved attainment, for example in mathematics.

The school has a committed and supportive governing body. However, its members are not yet fully involved in monitoring all aspects of the school's work. There is also an imbalance of challenge and support offered by the governing body to senior managers.

What does the school need to do to improve further?

- Adopt a consistent approach to the marking of pupils' work so that it includes:
 - the correction of errors and advice on the next steps in learning
 - short-term targets, so that each pupil knows what to do in order to improve their work.
- Ensure that the governing body accept greater levels of responsibility in its roles as strategic leaders and managers by:

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

- creating a timetable of what needs to be monitored by the governing body, when this should happen and which governors will be responsible for these checks
- offering a better balance of constructive support and challenge to senior managers.

Outcomes for individuals and groups of pupils

2

Good attitudes to learning are evident across the whole age-range of the school. Pupils are enthusiastic and motivated in lessons and the vast majority apply themselves well to tasks and enjoy their learning. They keep well focused, behave well and are respectful of adults. Pupils' well-developed skills in literacy, numeracy, and information and communication technology, combined with good transition arrangements mean that they are effectively prepared for the next stage of their education. Pupils respond well to paired activities and work particularly well in teams; this was clear in a science lesson, where groups of pupils moved eagerly between tasks carrying out investigations with good levels of collaboration and discussions about whether their tests were fair. Pupils have a good knowledge of how to live healthily and what sort of products to avoid such as drugs, alcohol and tobacco. Older pupils discuss the properties of different types of food and the impact of exercise on the body. The school places a high focus on attendance, which is above average.

All groups of pupils, including those with special educational needs and/or disabilities, make good progress and achieve well across the school. Data show that there is no discernable difference in the achievement of different groups. The vast majority of pupils enter Key Stage 1 having reached or exceeded expectations. Overall, attainment has remained above average in recent years. In 2010, the levels of attainment improved, by the end of Year 6, rising to the highest level in mathematics for the last five years. The proportion of pupils attaining the higher Level 5 in mathematics is above average, reflecting the success of providing suitably challenging work for higher ability pupils in lessons.

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

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ 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 consistently good throughout the school. Teachers manage behaviour well and ensure that learning progresses at a good pace throughout the lesson. In almost all lessons, work is well-matched to pupils' ability levels. Effective support from teaching assistants means that pupils who find learning difficult are helped to stay on task and make good progress; the most able pupils respond very positively to the challenging work provided for them. Teachers use questioning skills very well, particularly at the end of lessons when encouraging pupils to reflect on their learning. However, feedback is inconsistent, ranging from very good in English to sparse in some other subjects, where errors are not always corrected and pupils sometimes do not receive advice on the next steps in learning or short-term targets in relation to this.

Recent changes to the curriculum, which place more emphasis on linking work across different subjects, are adding to pupils' enjoyment. It successfully meets the needs of those of different ability and underpins their good skills. An effective range of enrichment activities, including visitors to school and popular residential visits, enhance provision further.

Good quality pastoral care contributes to pupils' sense of safety and security. The school ensures that it meets the needs of all the pupils, including those whose circumstances have made them vulnerable. The high commitment of staff is valued by the pupils and

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

their families. The school's very good knowledge of individuals and their family circumstances means that pupils are confident to approach staff with any concerns.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher has worked effectively with senior management, staff and the governing body to drive ambition and to ensure that the school has continued to improve since the previous inspection. She leads well in several areas of responsibility in this small school to ensure that it runs smoothly and efficiently. A shared vision for the school's future is promoted among all staff through meetings, discussions and an established programme of monitoring. Development planning reflects the school's main issues for improvement and subject leaders contribute with action plans for the development of their particular areas of the curriculum. The governing body is committed to support the school and fulfils its responsibilities satisfactorily. Nevertheless, it is not consistently involved to full effect in monitoring all aspects of the school's work or in its roles and responsibilities at committee meetings. The school carries out some good work within the local area and has national and global links, which enable pupils to see their place in these differing communities. Leaders, including the governing body are fully aware of the need to continue and further develop these links.

The school works well with parents and carers, who clearly appreciate efforts to involve them in their children's learning and the life of the school. The school runs successful meetings for parents and carers, such as induction meetings. The school works well in partnership with external agencies, for example, the educational psychology service and social care, to ensure that pupils have the help they need in order to make good progress. The promotion of equal opportunities is good and pupils are valued as individuals. Safeguarding arrangements are satisfactory and effective action has been taken to ensure the safety and security of the site.

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

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Superb induction arrangements, which include visits to children's homes and their previous settings and invitations to lunch before they start at school, ensure that Reception children get off to a really good start in this very caring and nurturing school. Children join the Reception class from a number of pre-school establishments. Their attainment on entry to Reception is broadly in line with age-related expectations. Some are slightly above this and some are below. Children make good progress in all areas of their learning, and by the end of Reception the majority have reached or exceeded the skill levels expected for their age.

Provision is consistently good, and has improved since the previous inspection. Competent and knowledgeable staff are very effectively deployed. They are skilled in leading learning activities as well as providing an appropriate level of support for children's learning through play. Excellent relationships quickly develop which enable children to learn to share, take turns and work in teams as well as individually. There is good attention to children's welfare and safety. Children are happy and settled within this bright and stimulating learning environment. The indoor area has exciting opportunities for children to explore all six areas of learning, whereas the outdoor area, although attractively laid out, does not always offer opportunities for all six areas of learning. The Early Years Foundation Stage leader is well aware of this and the school is using the resources and available funding to drive forward further improvements.

Leadership and management are good. The leader has already instigated changes to improve outcomes and provision, and has clear plans for future development. She ensures that all staff are fully aware of the vital part they play in promoting children's good quality learning.

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

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The rate of response was relatively high, with over a half of parents and carers returning questionnaires. Almost all were entirely positive, with a significant proportion including comments that praised the work of the staff. A very small minority of parents and carers felt that the school did not keep them informed about their child's progress, did not deal effectively with unacceptable behaviour and did not take account of suggestions or concerns. Evidence gathered during the inspection indicated that the school works well in all these areas and the vast majority of returned questionnaires recognised this.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Heskin Pemberton's Church of England Primary School 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 inspection team received 49 completed questionnaires by the end of the on-site inspection. In total, there are 82 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	41	84	8	16	0	0	0	0
The school keeps my child safe	41	84	7	14	1	2	0	0
My school informs me about my child's progress	27	55	19	39	3	6	0	0
My child is making enough progress at this school	25	51	21	43	0	0	0	0
The teaching is good at this school	27	55	17	35	0	0	0	0
The school helps me to support my child's learning	26	53	18	37	1	2	0	0
The school helps my child to have a healthy lifestyle	30	61	17	35	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)	27	55	17	35	0	0	0	0
The school meets my child's particular needs	27	55	19	39	0	0	0	0
The school deals effectively with unacceptable behaviour	27	55	16	33	4	8	0	0
The school takes account of my suggestions and concerns	21	43	22	45	3	6	0	0
The school is led and managed effectively	36	73	13	27	0	0	0	0
Overall, I am happy with my child's experience at this school	31	63	18	37	0	0	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	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). 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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



24 November 2010

Dear Pupils,

Inspection of Heskin Pemberton's Church of England Primary School, Chorley, PR7 5LU

It was delightful to meet you all when I visited your school recently with another inspector to check how well your school is doing. Thank you for making us so welcome and for sharing your thoughts about your school.

You said that your school was a good one and we agree with you. Your headteacher, teachers and support staff work so very hard to help you to make good progress during your time at school and we know that you value this. You achieve higher than average standards by the end of Year 6 as a result of your hard work and your good attitudes to learning. You behave well and we were pleased with your good manners and politeness. You have a good knowledge of how to stay safe and how to live healthily.

You said your school was like one big family and we thought so too. You do some good work in the local community and you know about life beyond your local area.

To improve your school even further, we have asked teachers to mark your work carefully and give you good advice on how to improve your work in other subjects as well as they already do in English. We have asked the governing body to help your headteacher by taking more responsibility for checking that important things have been done.

Yours sincerely,

Mrs Barbara Flitcroft

Lead Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 1234 234, or email enquiries@ofsted.gov.uk.