

# Farington Primary School

## Inspection report

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<b>Unique Reference Number</b>	119150
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	358501
<b>Inspection dates</b>	21–22 June 2011
<b>Reporting inspector</b>	Eithne Proffitt

This inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	152
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Peter Ingham
<b>Headteacher</b>	Miss Joanne Ramsbottom
<b>Date of previous school inspection</b>	20 November 2007
<b>School address</b>	Rose Street Farington Leyland PR25 4GH
<b>Telephone number</b>	01772 421977
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<b>Inspection date(s)</b>	21–22 June 2011
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## Introduction

This pilot inspection was carried out by three additional inspectors. They observed seven lessons taught by seven teachers and carried out two extended 'learning walks' through all classrooms. In addition, an inspector listened to pupils read and talked with them about their enjoyment of books. Meetings were held with representatives of the governing body, school staff and groups of pupils. Inspectors observed the school's work and looked at a range of documentation relating to school management and improvement planning, pupils' progress and achievement, and safeguarding. The team considered questionnaires returned from pupils, staff and 69 from parents and carers.

## Information about the school

Farington Primary is smaller than the average-sized primary school. An above-average proportion of pupils is known to be eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is above the national average. Very few pupils belong to minority ethnic groups or speak English as an additional language. The school has consistently met the government's floor targets for standards reached by pupils in each of the last three years. The school has achieved Healthy School status and silver Eco status and the bronze Primary Geography Quality Mark.

A privately-run playgroup and after-school club operates on site. This provision is subject to a separate inspection and a report on its quality can be found on the Ofsted website.

**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

<b>Overall effectiveness</b>	<b>3</b>
<b>Achievement</b>	<b>3</b>
<b>Teaching</b>	<b>3</b>
<b>Leadership and management</b>	<b>3</b>
<b>Behaviour and safety</b>	<b>2</b>
Does the school adequately promote the pupils' well-being?	Yes
Does the school adequately promote community cohesion?	Yes
Does the school provide value for money?	Yes

## Key findings

Farington Primary is a satisfactory school that has improved markedly since its last inspection. 'Our school is so much better now. Everyone really wants to be here', sums up one pupil's understanding and appreciation of the changes that have taken place in recent years. Others echo these positive comments. Parents and carers overwhelmingly agree that their children are well looked after and feel safe in school. Pupils are well-behaved, courteous and co-operative learners, who enjoy school, work hard and respect the adults who care for them.

Pupils' achievement is satisfactory. Most pupils start their Reception year with skills that are generally typical for their age and the majority of pupils leave Year 6 with average levels of attainment. However, as a direct result of the school's focused work, there is an increasing number of pupils, especially boys, now making good progress in writing. Teacher assessments, school data and pupils' work show attainment in writing is currently above average at the end of both key stages. Curriculum planning, school improvement monitoring and the tracking of pupils' progress have placed less emphasis on teaching and learning in reading and mathematics. As a result pupils' attainment in these subjects remains average. Good management and top-quality support for pupils with special educational needs and/or disabilities, ensure that their progress is consistently good and that their attainment now closely matches that of similar pupils nationally.

Professional development opportunities and performance management have ensured that teaching, although generally satisfactory, is improving. Where teaching is more effective, it successfully accounts for pupils' better learning and progress in lessons. However, this is not sufficiently consistent across year groups to accelerate all pupils' progress and raise their overall attainment to above average levels in all subjects.

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The drive for school improvement is firmly on the senior leadership's agenda. Appropriate areas for development have been prioritised and are regularly monitored. At present, though, this monitoring is insufficiently focused on evaluating the impact of these actions on improving pupils' achievement. Leaders keep a watchful eye on how well pupils are progressing but expectations have been too narrowly focused on all pupils making at least satisfactory progress over their time in school rather than setting higher expectations. This has further contributed to pupils' achievement being satisfactory rather than good overall.

Schools whose overall effectiveness is judged satisfactory and where leadership and management is no better than satisfactory, may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

In order to improve pupils' rates of progress and overall achievement, particularly in reading and mathematics the school should follow two recommendations.

- Ensure that all teaching is consistently good or better by:
  - raising teachers' expectations of what all pupils can be expected to do in lessons and over time
  - engaging pupils in more activities that allow for practical exploration and promote independent learning
  - applying a consistent whole-school approach to marking that gives pupils clear guidance on the next steps in their learning and allows opportunities in lessons to follow that through.
- Strengthen leadership and management by:
  - making more effective use of the school's tracking systems, lesson observations and scrutiny of pupils' work to identify the rates of progress made by all pupils in all subjects and taking swift action to tackle anything that is less than good progress in lessons and good achievement over time
  - ensuring planning for the themed curriculum includes more opportunities for pupils to acquire and consolidate skills in reading and mathematics
  - developing further the skills of subject leaders and the governing body in monitoring and evaluating provision
  - ensuring that school improvement planning is sharply focused on improved outcomes for pupils and that these criteria are used to measure the success of any initiatives.

## **Main report**

Children make satisfactory progress in the Early Years Foundation Stage to meet the majority of the early learning goals that are expected for their age. Good relationships between home, school and the on-site playgroup help children to settle

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into school life quickly and confidently. Induction arrangements are extremely well-managed and very pleasurable experiences. Some of the current Reception children stay and play with the little ones, showing them around and taking a keen interest in their play. Some even copy their teachers and use sticky notes to record their new friend's favourite activity. 'We are finding out what they like so it will be here for them when they come to our school'. Staff use this and a wide range of other assessment methods to build a clear picture of children's starting points and to record their learning journeys throughout the year. Activities are planned for both indoors and outdoors to engage children's interest in specific themes. Staff are keen to develop the provision further and are now starting to provide more opportunities that allow children to play freely, spark their curiosity and steer their own learning.

While the school has placed a great deal of focus and energy into the teaching of writing and this has reaped rewards in terms of pupils' good progress and above-average attainment, the school accepts that less emphasis has been placed on accelerating pupils' progress in reading and mathematics. Teachers' assessments show that by the age of six, pupils are reading at levels which are broadly in line with expectations. The teaching of reading and development in pupils' reading skills is inconsistent across the school. By the end of Year 6, therefore, while pupils' word-recognition skills are well-developed, their language comprehension skills are less so, resulting in satisfactory progress and average attainment overall. Pupils with special educational needs and/or disabilities and those whose circumstances make them vulnerable, make good progress in all subjects throughout the school. Bespoke provision for their specific needs is planned by the co-ordinator and delivered by skilled support staff. The commitment of these adults to pupils' academic and personal development is admirable. For those with more severe needs, teaching and support staff complete comprehensive daily diaries to which parents contribute. These are relentlessly sustained by adults and treasured by pupils. Older pupils proudly share their tenth, or indeed their twenty-fifth, book. Such dedication and commitment has ensured good progress for these pupils and a closing of the gap between their attainment and that of other pupils at the school and other similar pupils nationally.

The variability in pupils' overall progress throughout the school is directly linked to the quality of the teaching they receive. Through improved and more accurate assessment of pupils' attainment, teachers now have a secure base on which to plan for the next steps in pupils' learning. Where teaching is good, the confidence and enthusiasm of the teacher sparks pupils' motivation and interest and ensures that learning proceeds apace. Here, teachers know their pupils' capabilities well. They probe pupils' thinking, teasing out ideas and opinions to meet the teachers' high expectations of their learning. They provide practical, active experiences that promote independent learning. In these lessons learning is obvious and pupils' progress is assured. In less effective lessons, while pupils always strive to give their best, progress is often limited by teachers' over-direction, extended periods of talking and an overload of worksheets. Attention, therefore, often drifts, progress wanes and valuable learning time is wasted.

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In most lessons, teachers praise pupils for their efforts and some keep a careful eye on how pupils are learning, letting them know how well they are doing through verbal feedback and written marking. Again, however, the quality of this is variable. Marking is often supportive and reassures pupils about how well they have achieved the lesson objective. However, there is little evidence of all teachers taking this opportunity to let pupils know how they can use their newly-acquired skills and knowledge to move rapidly on to the next steps in their learning, or of teachers using this information to plan the necessary activities for the next lesson. These inconsistencies limit pupils' overall progress and attainment.

The exemplary level of pastoral care in school and strong links with outside agencies help to ensure that all pupils are safeguarded well. 'The children's well-being is a priority' and 'we are very pleased with the effort the whole school has given our child' typify the views of many parents and carers. Pupils are treated as individuals and their welfare is paramount. Pupils feel safe and secure in school and attend regularly. As one pupil explained: 'I like it here. The grown-ups know me and care about me.' These factors contribute significantly to pupils' personal development and well-being and to their continued good behaviour in lessons and around the school. Pupils speak confidently about the school's reward and sanctions systems and their trust in the adults who care for them. They are well aware of what constitutes bullying, including the dangers associated with mobile phones and the internet. Any incidents of bullying are rare but pupils affirm that they are dealt with swiftly and appropriately.

Pupils' enjoyment of learning is enhanced by varied opportunities within the curriculum. They learn to speak French, take part in many music events, develop considerable skills in a range of sporting activities and experience learning beyond the classroom through residential visits. The school has embarked on a new topic-based curriculum that is designed to develop pupils' basic skills across different subjects. This is still very much in its infancy and, while there is evidence of its success in improving pupils' writing in different subjects there are too few planned opportunities that focus on developing pupils' skills in reading and mathematics. Subject co-ordinators have assured a firm grip on essential coverage of the National Curriculum but do not consistently monitor the impact of the curriculum on pupils' learning and achievement and this limits the overall pace of improvement.

Leadership and management of the school are satisfactory. The headteacher and deputy headteacher work well together, each with skills that complement the other to provide a balanced overview of the school's work. Staff morale is high and effective teamwork is developing. Performance management systems are in place and leadership responsibilities are appropriately distributed according to the needs of a relatively small school. Leaders undertake monitoring of teaching through lesson observations and scrutiny of teachers' planning and pupils' books. Their evaluations of teaching, however, can be over-generous as these focus more on what the teacher is doing rather than on the impact of this teaching on the quality and depth

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of pupils' learning and progress in lessons and over time. The school's self-evaluation informs appropriate priorities but, again, monitoring lacks sharpness in identifying how exactly these are accelerating rates of pupils' progress and raising their attainment. Leaders regularly track pupils' progress. However, this analysis has been focused ultimately on the proportions of pupils making satisfactory progress, rather than those making good or better progress. This has effectively constrained leaders' views of pupils' performance and limited their expectations of exactly how well pupils can achieve over their time in school. However, strategies put in place to improve teaching and assessment are proving effective in terms of improving progress and attainment, especially in writing and for those pupils' with special educational needs and/or disabilities and demonstrate that the school has a satisfactory capacity to improve further.

The governing body fulfils its statutory responsibilities and plays its part in supporting the school. Governors are developing a clearer understanding of their strengths and areas for improvement and are keen to develop their skills further so that they can hold leaders to account more fully and evaluate the impact of the school's work on pupils' outcomes.

The school's mission, 'Aiming high together' and its exemplary care for all pupils, effectively promote pupils' spiritual, moral, social and cultural development and exemplifies its commitment to equality of opportunity for all pupils. The school does not tolerate any form of discrimination and takes swift action to resolve any issues that may emerge. Through its strong provision for pupils' well-being and welfare, the school provides opportunities to promote effectively the essential skills of acceptance, tolerance and forbearance.

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

Ofsted invited all the registered parents and carers of pupils registered at Farington 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 12 statements about the school.

The inspection team received 69 completed questionnaires by the end of the on-site inspection. In total, there are 152 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
Q1 My child is happy at school	46	67	18	26	3	4	2	3
Q2 My child feels safe at school	42	62	20	30	4	6	2	3
Q3 The school helps my child to achieve as well as they can	45	65	21	30	0	0	2	3
Q4 The school meets my child's particular needs	47	68	18	26	0	0	4	6
Q5 The school ensures my child is well looked after	42	61	25	36	0	0	1	1
Q6 Teaching at this school is good	31	45	33	48	1	1	0	0
Q7 There is a good standard of behaviour at this school	36	52	43	0	0	0	0	0
Q8 Lessons are not disrupted by bad behaviour	46	68	16	23	5	7	0	0
Q9 The school deals with any cases of bullying well	49	71	16	23	3	4	1	1
Q10 The school helps me to support my child's learning	52	75	13	19	2	3	2	3
Q11 The school responds to my concerns and keeps me well-informed	28	82	5	15	1	3	0	0
Q12 The school is well led and managed	29	85	5	15	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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.

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

Sixth-form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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 achievement of all pupils.</li> <li>■ Behaviour and safety.</li> <li>■ The quality of teaching.</li> <li>■ The effectiveness of leadership and management.</li> </ul> <p>and taking into consideration</p> <ul style="list-style-type: none"> <li>■ how well the school promotes pupils' spiritual, moral, social and cultural development.</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.**



23 June 2011

Dear Pupils

**Inspection of Farington Primary School, Leyland, PR25 4GH.**

Thank you all for the very warm welcome you gave us when we visited your school. We know you are proud to be part of Farington Primary. We found that your school provides you with a satisfactory education. This means that there are things that your school does well and others that still need some improvement. We were delighted to see how well you behave and how polite and kind you are to each other and to the adults who care for you. We noted that you work very hard, especially when the teachers give you activities that really make you think and also during those special times when you get to work on your own with an adult. Currently you are making better progress in your writing than in reading and mathematics. All the adults who work in your school are determined to make sure that it keeps getting better and better and to help your school to improve further, we have asked your headteacher, teachers and governors to do the following.

- Improve your progress and achievement, particularly in reading and mathematics.
- Make sure that all your teachers make lessons more challenging and provide many practical investigations to really stretch your thinking and learning.
- Ensure that your teachers give really useful feedback on your work, so you know how well you are doing and what you need to do next to move your learning even further forward.
- Make sure that your headteacher and leadership team keep a close eye on the progress you are making in your lessons and over your time in school.

We also think that you can help by continuing to give your very best at all times. Thank you once again for being so kind and friendly – we enjoyed seeing you at work and play!

Best wishes,

Eithne Proffitt  
Lead Inspector

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