

# Inskip St Peter's Church of England Voluntary Aided School

Inspection report

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<b>Unique Reference Number</b>	119531
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	358575
<b>Inspection dates</b>	28–29 June 2011
<b>Reporting inspector</b>	Susan Clipson-Boyles

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	32
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Julie Eccleston
<b>Headteacher</b>	Mrs Jan Porter
<b>Date of previous school inspection</b>	16 June 2008
<b>School address</b>	Preston Road Inskip, Preston Lancashire PR4 0TT
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## Introduction

This inspection was carried out by one additional inspector. Three teachers were observed during four lessons and informal visits to classrooms. Meetings were held with staff and members of the governing body; a formal discussion took place with the local authority senior adviser on the telephone; informal discussions were held with parents, carers and pupils in the playground; and a more formal meeting was held with Years 5 and 6 pupils. The inspector observed the school's work, and scrutinised books from various curriculum areas and assessment data for pupils from all year groups. She scrutinised other documentation including teachers' planning; school improvement documents; minutes from meetings; information for parents and carers; and relevant policies, procedures and audits, including those relating to health and safety issues. She analysed 22 questionnaires from parents and carers, 15 from pupils and five from staff.

The inspector reviewed many aspects of the school's work. She looked in detail at a number of key areas.

- Is teaching in Key Stage 2 consistently planned and delivered to secure good progress for all pupils?
- Is the teaching throughout the school sufficiently challenging for pupils who are capable of achieving the higher levels in mathematics?
- How do staff take responsibility for monitoring standards across the curriculum and is their approach effective?
- Is there sufficient evidence to support the school's judgement that capacity for improvement is outstanding?

## Information about the school

Inskip St Peter's Church of England (Aided) School is much smaller than the average-sized primary school. The pupils, almost all of whom are White British, are taught in two mixed-age classes: Reception, Year 1 and Year 2 in the lower-school class; Years 3-6 in the upper-school class. The headteacher teaches for half the week in Key Stage 2. The proportion of pupils known to be eligible for free school meals is extremely low compared to the national average. The school supports an average percentage of pupils with special educational needs; there are currently no pupils with a disability. The proportion of those with a statement of special educational needs is above the national average. The school has won a number of awards since its last inspection including the gold level Green Flag Eco award and the Lancashire Physical Education Gold Mark. It recently won the Church Schools' Distinctiveness Award from the Diocese of Blackburn.

A private pre-school is provided on the school site. This is subject to a separate inspection, and the report is available 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

**Overall effectiveness: how good is the school?**

**2**

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

**2**

## Main findings

Inskip St Peter's is a good school. It provides a very caring and supportive environment where pupils feel extremely safe, happy and secure. They enjoy coming to school and attendance is high. The school's creative approach to teaching the curriculum results in particularly high levels of knowledge and awareness of safety and healthy lifestyles. Pupils make an outstanding contribution to the school and wider community, ranging from a well-informed determination when writing to the local council about recycling, to their relentless efforts when raising funds to buy hens for a village in Rwanda. The church plays a significant role in the work of the school, and this is linked closely to the highly effective promotion of community cohesion which extends and enriches learning further. The impact of both is reflected in the pupils' excellent spiritual, moral, social and cultural development.

As a result of the school's good provision, almost all pupils make good progress. Cohorts are very small and children's starting points vary considerably from year to year. Generally, they are around national expectations for their age. Attainment is average overall: above average for English, but for mathematics slightly below because there is insufficient challenge for those who are capable of reaching the higher levels. The school is aware of this and it has implemented some changes for Years 5 and 6 but attainment remains average across the rest of the school. The headteacher and two part-time teachers share the teaching of Key Stage 2 pupils. They understand the pupils' learning needs well and often individualise lessons from units of work. Lesson planning is collaborative but does not build on assessments sharply enough to target different levels of learning. This means that not all pupils are able to talk about and demonstrate their progress within a lesson. Marking is variable; it is nearly always supportive, but next steps for improvement are not provided consistently.

Parents and carers speak very highly of the school and its staff; communication between school and home is outstanding. Likewise, other partnerships add excellent value to secure good and outstanding outcomes for the pupils. The staff and headteacher work closely together on a daily basis in classrooms. They evaluate and review their teaching and the wider work of the school constantly. Similarly, members of the governing body participate in evaluative activities. However, there is a lack of more formal monitoring which limits the precision of any strategic planning to improve teaching and learning. Similarly, quality assurance of systems and procedures, including those for safeguarding, take place informally rather than in a planned and proactive way. Nevertheless, aspects of the school's work, such as attainment in writing, have improved since the last inspection. Subject leadership has also developed well and the school's capacity to improve is good.

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

- Raise attainment in mathematics so that in July 2012 more pupils have reached Level 3 in Year 2 and Level 5 in Year 6 by:
  - ensuring that all teachers plan more challenging targets for pupils who are capable of reaching the higher levels
  - using step-by-step pupil progress assessments, a system already used successfully to improve writing, to help identify next steps for learning.
- Increase the effectiveness of assessment to support learning by:
  - linking data directly to more focused learning targets for different abilities when planning lessons
  - including next steps for learning when marking pupils' work and providing time to practise corrections
  - involving pupils more often in evaluating and discussing their own progress in lessons.
- Develop regular proactive approaches to monitoring and quality assurance so that:
  - there is a clearer picture of strengths and weaknesses in teaching to assist with ongoing improvement and professional development
  - actions in improvement plans have measurable success criteria to evaluate the impact on pupils' outcomes.

## Outcomes for individuals and groups of pupils

<b>2</b>
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Pupils are very enthusiastic about school and enjoy learning. They achieve well and in some areas their progress and development are outstanding. Academic progress is good across the school for all groups of learners, apart from higher-ability pupils in mathematics. In Years 5 and 6, this is improving as a result of accelerated progress this year. In the classrooms, the inspector observed pupils enjoying taking part in the 'hands-on' lessons that teachers provide. Years 3 and 4 pupils were totally absorbed in practical science during the inspection, while testing substances for solubility. Other pupils were seen participating maturely during a short drama sequence about an earthquake, prior to writing news reports. Pupils with special educational needs learn and develop very positively as a result of the good support the school provides; they too make good progress. Behaviour is good. Physical education staff at a local college wrote that, during recent dance and gymnastic events, the pupils from Inskip St Peter's 'demonstrated their confidence, competence, drive and motivation as well as their level of skill'.

Pupils' behaviour makes a strong contribution to learning, particularly as they are confident to express their ideas and take ownership of decision-making. However, some of the younger children are less able to work independently, and sometimes need help in re-focusing their attention to stay on task. In the lower-school, personal and social skills for some pupils do not develop as rapidly as other aspects of their development. Older pupils help the younger ones very responsibly at playtimes and enjoy taking responsibility for improving the school, particularly the Eco Committee. The many awards conferred upon the school reflect the breadth of their achievements. Pupils' outstanding spiritual, moral,

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social and cultural development is very evident in the reflective ways that pupils discuss issues. They are highly responsible individuals and enjoy making decisions about the school, such as the gradual expansion of the garden from flowers to vegetables for the kitchen, and eventually into an orchard for future generations of pupils to enjoy!

*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>	3
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>2</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>2</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 overall because it leads to high levels of engagement, productivity and good achievement. Teachers have strong subject knowledge, and are particularly skilled at making lessons interesting and practical for the pupils. For example, Year 1 pupils were absorbed in a lesson on measuring, where they had to design a packet for a large book. Pupils' thinking is extended frequently through skilful questioning. A significant contributing factor to the improvements in writing has been the use by teachers of step-by-step pupil progress assessments, but this is not yet used to raise attainment in mathematics. Additional support for pupils with special educational needs is of high quality and promotes good learning and behaviour. The weaker aspects of teaching are the planning and the marking. Lesson plans tend to be based on standard units of work, so targets for learning by different ability groups are not always sufficiently focused, although teachers do fine-tune lessons regularly to adapt tasks according to individual pupils' progress. Books are marked regularly, but too little attention is paid to providing clear next

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steps for learning and corrections are not necessarily followed up. Pupils have too few opportunities to evaluate their own work.

The creative curriculum is varied with many examples of enrichment and extension. During the inspection, there was much excitement about the visit to a local recycling plant. Despite its small size, the school provides a good range of after-school clubs across the year. Care, guidance and support are good. Adults build trusting and supportive relationships with all pupils to encourage and support their learning. The staff are constantly striving to seek new ways to support better learning and personal development, and they are responsive to the needs of all groups. The excellent engagement with parents and carers plays a significant part in this, and learning is extended into the home through workshops for parents and carers and resources on the school website. The school works hard to promote pupils' attendance; the effectiveness of this is evidenced by the exceptionally low absence rates.

*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	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The school is an extremely warm and welcoming community. The headteacher leads with an ambitious determination that all pupils will receive the best possible education and care. Her high expectations and continuous drive for improvement are echoed throughout the school. Staff, the governing body and pupils are constantly seeking to develop new initiatives. They are vigilant against discrimination to ensure that all pupils have equal opportunities to succeed. Action is already being taken to ensure the higher-ability pupils reach the standards they are capable of in mathematics. Self-evaluation is second nature, and reflective practice leads to a continuous refining of what the school does. The good and outstanding outcomes pay tribute to this. However, the lack of precision in strategic planning and more focused analysis means that sometimes the priorities for improvement are not as precise as they might be. Outcomes are not always measured against success criteria and so some evaluations are over-generous. Capacity to improve is good, though not outstanding as the school has judged it to be. The teachers are familiar with each other's practice, but the lack of more focused lesson observations means that some aspects for improvement have not been identified. The way that subjects are coordinated and monitored has been developed since the last inspection and this now promotes good learning across the curriculum.

Safeguarding procedures are effective and all requirements are in place so that pupils are extremely safe. Many protocols follow good practice, but the lack of systematic quality assurance means that these are not necessarily checked in order to monitor the impact

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and identify further adjustments that may be necessary over time. The school's promotion of community cohesion is exemplary. It is, in itself a highly cohesive and mature community. This provides a secure and inspiring springboard for pupils to reach out to other communities in the United Kingdom and globally. During a recent business enterprise day, one of the school's partners wrote to say that, 'the pupils from Inskip St Peter's mixed extremely well with those from other schools'. Similarly, pupils responded as exemplary diplomats and thoughtful friends to a visiting children's choir from Romania. The work of the governing body is effective. Meetings are well organised and quarterly reviews are carried out to check the work of the school. Members are not afraid to ask challenging questions when required.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	3
<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>2</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>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</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>2</b>

## Early Years Foundation Stage

Provision is effective for the Reception age children within the lower-school class of Key Stage 1 pupils. Good partnership with the pre-school means that learning opportunities outdoors are maximised through the shared area and resources. This enables children to move freely between activities inside and outdoors during continuous provision time. Children clearly enjoy their learning and make good progress during their time in Reception. During the inspection, some children were organising a pretend barbeque and talked sensibly about the dangers of the 'heat' on which they were cooking. The children make choices in their learning, and there is a good balance between adult-led and independently selected activities. However, the lesson planning does not always make clear the specific learning to be targeted across different areas of learning. As a result, children are sometimes at a loss for something to choose that has a more structured purpose. In the classroom, the teacher maximises learning opportunities skilfully for different levels of ability by integrating some Reception age children with the older



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children, for example, when teaching phonics. This results in high levels of challenge and progress is good for all children across the year.

All statutory welfare requirements are in place and the environment is well organised, safe and child-friendly. Good information is provided for parents and carers, and induction arrangements reflect good partnerships with home. Staff evaluate the provision continuously, and have a clear understanding of what needs to improve based on their daily observations and the analysis of achievement data for the different areas of learning. However, there is currently no strategic action plan for the Early Years Foundation Stage, which means that improvements are not as focused as they otherwise might be.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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 percentage of questionnaires returned by parents and carers was above the national average return for primary schools. They were all overwhelmingly positive. Parents and carers particularly appreciate the wide range of activities and high quality teaching. They say that the school has a welcoming family atmosphere and children are well cared for, including those with special educational needs. Similarly, this inspection found that teaching, curriculum, care, guidance and support are all good and that the school is well led. Pupils with special educational needs make good progress as a result of good support. A comment about the lack of parking was discussed with the headteacher and the governing body. The cost of building a car park adjacent to the school, £76,000, is considerably beyond the school budget. Alternative parking is provided at the church nearby.

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

Ofsted invited all the registered parents and carers of pupils registered at Inskip St Peter's Church of England Voluntary Aided 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 inspector received 22 completed questionnaires by the end of the on-site inspection. In total, there are 32 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	13	59	9	41	0	0	0	0
The school keeps my child safe	18	82	4	18	0	0	0	0
My school informs me about my child's progress	11	50	10	45	1	5	0	0
My child is making enough progress at this school	12	55	8	36	0	0	0	0
The teaching is good at this school	14	64	7	32	0	0	0	0
The school helps me to support my child's learning	12	55	9	41	1	5	0	0
The school helps my child to have a healthy lifestyle	15	68	6	27	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)	11	50	9	41	1	5	0	0
The school meets my child's particular needs	11	50	11	50	0	0	0	0
The school deals effectively with unacceptable behaviour	8	36	12	55	0	0	0	0
The school takes account of my suggestions and concerns	13	59	7	32	1	5	0	0
The school is led and managed effectively	11	50	11	50	0	0	0	0
Overall, I am happy with my child's experience at this school	11	50	10	45	0	0	1	5

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 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 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.**



30 June, 2010

Dear Pupils

**Inspection of Inskip St Peter's Church of England Voluntary Aided School, Preston, PR4 0TT**

Thank you very much for making me welcome when I came to inspect your school. You were very helpful when I asked you questions, and I was impressed with the way you worked so hard in lessons. I also saw good work in your books, and was impressed with your good behaviour.

I have judged that Inskip St Peter's is a good school. You feel extremely safe there and enjoy your learning so your attendance is excellent. Your understanding of how to live a healthy lifestyle and how to be safe are outstanding. So are the ways that you take responsibility around the school, and do things for other people in other communities. The amount of money you raised to buy hens for the village in Rwanda was a credit to your efforts. Well done! Mrs Porter and the staff and the governing body work hard to ensure that you have enjoyable lessons and an interesting curriculum. They also take good care of you and guide you in your work so that you learn well. They link up with other organisations to provide you with even more learning opportunities. The ways that the staff communicate with and help your parents and carers is also excellent because this helps you feel more secure at school and in your learning. There are some things that the school needs to do to be an even better school. I have asked the teachers to:

- help those of you who can to reach the higher levels in mathematics
- use assessments and marking more to help you understand the next steps in your learning
- check the work of the school more often so they know what is working well and can plan what needs to improve more accurately.

I ask you to play your part by continuing to attend well and always doing your best work. I wish every one of you a very happy and successful future.

Yours sincerely,

Susan Clipson-Boyles

Lead Inspector

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