

# Abbey Village Primary School

Bolton Road, Abbey Village, Chorley, Lancashire, PR6 8DD

**Inspection dates** 27–28 November 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils make good progress in learning to read, write and in mathematics.
- Reading is taught particularly well so that by the time they reach Year 6, pupils are fluent and enthusiastic readers.
- Teaching is consistently good. Teachers match work well to the needs of pupils of different ages in their classes. Varied activities capture the pupils' interest.
- Pupils say that they feel safe in the school. Behaviour in lessons and around the school is good. Pupils are very polite and friendly.
- The headteacher and the governing body have ensured marked improvements in the quality of teaching and in pupils' progress since the previous inspection.
- Children in the Reception class now make a good start at school and enjoy the exciting activities indoors and outside.

### It is not yet an outstanding school because

- There is not enough outstanding teaching.
- Pupils are not always clear about what they have done well or how to improve their work. They do not have enough occasions when they can correct or improve their work.
- The more-able pupils are not always challenged to do their best and are not given sufficient opportunities to work things out for themselves.

## Information about this inspection

- The inspector observed nine lessons and other activities for shorter periods of time. None of these were joint observations with the headteacher due to his teaching and other commitments. The inspector listened to pupils read.
- Meetings were held with groups of pupils, the Chair and Vice-Chair of the Governing Body and a representative of the local authority.
- The inspector took account of the 24 responses to the online questionnaire (Parent View).
- The inspector observed the school's work and looked at work in pupils' books, the school's data on pupils' progress, the minutes of governing body meetings, the school's analysis of how well it is doing, its plans for further improvement and documents relating to safeguarding.

## Inspection team

Liz Godman, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This is a much smaller than average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium (pupils who are known to be eligible for free school meals and children who are looked after) is well below average.
- Almost all pupils are of White British heritage.
- The proportion of pupils supported at school action is below average.
- The proportion supported at school action plus and with a statement of special educational needs is broadly average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Improve the quality of teaching to outstanding by:
  - making sure that all lessons and activities challenge the more-able pupils to do their best at all times
  - providing more opportunities for pupils to work things out for themselves.
- Improve the assessment of pupils' work and learning so that pupils:
  - are clear about what they have done well
  - know what they need to do to improve their work
  - have time to correct mistakes and to improve their work further
  - are clear when they have been successful in making corrections and improvements to their work.

## Inspection judgements

### The achievement of pupils is good

- Children start the Reception Year with skills that are broadly typical for their age in most of the areas of learning, although their skills in literacy and mathematics were below those expected this year. However, the overall picture varies from year to year because of the very small number of children in some year groups.
- Children settle happily into routines and make good progress in Reception, particularly in reading, writing and mathematics. They are learning quickly about letters and the sounds they make. Children enjoy practising reading words, writing and counting because of the interesting activities adults provide for them both indoors and outside.
- Good progress continues in Years 1 and 2 in reading, writing and mathematics. Pupils use their knowledge of letters and sounds and their understanding of the story to work out what unfamiliar words say. They read regularly both at home and at school with an adult, which is helping to build their skills and confidence in reading.
- Pupils' progress in reading, writing and mathematics at Key Stage 2 is also good. The small number of pupils currently in Year 6 has skills above those expected for their age in reading and writing. They speak and write clearly and confidently. They read fluently and with expression and have a good understanding of why they like their favourite authors.
- Although pupils' progress in mathematics at Key Stage 2 is good, it is not as strong as in English. Pupils in the current Year 6 say that in the past they have not felt confident about mathematics, but that their understanding has developed rapidly since September. As a result they have reached, and are starting to exceed, the standards expected for their age.
- The older pupils have the skills and confidence to prepare them well for the transfer to secondary school.
- Pupils make good use of their writing and mathematical skills in the different subjects. For example, they are able to plot graphs in science and to make notes in geography.
- Disabled pupils and those who have special educational needs make good progress because additional help in lessons is closely matched to their needs.
- The very few pupils known to be eligible for the pupil premium also make good progress and achieve as well as, and often better, than other pupils.

### The quality of teaching is good

- The quality of teaching is consistently good in all classes so that pupils make good progress. This is reflected in their work and in the school's data.
- Teachers plan interesting lessons with varied activities and ensure that relationships are highly positive. This secures pupils' good concentration and enthusiasm for learning.
- Occasionally, opportunities are missed for pupils to work things out for themselves. This is because sometimes they are told how to do something or information is provided for them, rather than them finding it for themselves.
- In addition, sometimes the more-able pupils complete their work quickly and are not challenged to improve it further or to try a more difficult task.
- English and mathematics are taught well. The teaching of reading to pupils of all ages is very effective. For example, pupils in Year 1 made rapid progress in a small group because skilful teaching enabled them to read the text using both their knowledge of letters and sounds and their understanding of similar stories. As a result they gave their views about the story confidently and made links to their own experiences.
- Teaching assistants work in close partnership with the teachers, ensuring that information about how well pupils are doing is shared and used to plan the next steps in learning. Often, teaching assistants work with one year group within the class, while the teacher is with another. They

then change over so that pupils of all ages have time in the lesson with the teacher.

- Although pupils' work is marked regularly, this does not always make it clear to pupils what it is that they have done well and what they need to do to improve their work. Sometimes, where the teacher makes corrections, pupils do not always have time to respond to them and so make the same mistake again. Where pupils do make corrections or improve their work, this is not always acknowledged by the teacher.
- Pupils with special educational needs are taught and supported well. This helps them to take a full part in lessons and to make good progress.
- The school makes good use of the pupil premium to provide extra teaching or additional help for individuals who need it and to ensure equal participation alongside all pupils in wider experiences.
- All pupils read regularly at home. Older pupils say that they see the purpose of homework because it helps them to practise skills and to improve their progress.

### **The behaviour and safety of pupils are good**

- Pupils are eager to learn and behave well in lessons because relationships are very good and behaviour is managed effectively. This prevents any difficulties from arising.
- When playing on the playground, pupils play safely and happily together and they are polite and sensible in the dining room. Pupils are very friendly and welcoming and speak with adults clearly and confidently.
- In some lessons, pupils of different ages work well together and the older pupils help the younger ones. For example, in a religious education lesson, the Year 4 pupils explained the characters in the Nativity story to those in Years 2 and 3.
- Pupils say that they feel safe in school and all their parents who completed the questionnaire agree. Pupils have a good knowledge of how to stay safe because the school teaches them about this.
- Bullying is rare, but pupils do say that it happens occasionally and that adults sort it out. Some parents, who completed the questionnaire, disagree that bullying has been dealt with effectively, but the inspection found no evidence that this is a concern at the present time.
- Pupils understand the different forms of bullying because this is covered in lessons. For example, pupils in Years 5 and 6 understand discrimination and bullying on the grounds of race, because this is a theme in the book they are reading in English lessons.
- Attendance is above average and pupils are punctual in arriving at school at the start of the day. Similarly at the end of breaks and lunchtimes they return to their classrooms quickly and sensibly because they are looking forward to the next lesson.

### **The leadership and management are good**

- The staff and the governing body have a clear view of what they want to achieve for the pupils. Staff at all levels work together as a strong and purposeful team.
- The headteacher and the governing body have taken effective steps to improve the school since the previous inspection, so that all aspects of its work are now good. However, leadership and management are not yet outstanding, because teaching and achievement, especially in mathematics, are good rather than outstanding.
- The headteacher has a clear view of the quality of teaching. This information is used well to plan the next steps in the school's improvement and to make sure that staff receive suitable training.
- The headteacher and staff have made good use of services purchased from the local authority. The local authority's good support has resulted in strong improvement for children in the Reception Year. Consequently, all aspects of work in the Early Years Foundation Stage are now at least good and the provision for children to work outdoors has improved considerably since the previous inspection.

- Similarly, the expertise of the local authority and of a member of the governing body has been used to good effect to help the school develop clear records of the progress of each pupil in reading, writing and mathematics. This information is used to ensure that all pupils are making good progress and to identify any pupils requiring additional help.
- The curriculum meets the needs of pupils well, including those who have special educational needs. It develops their good skills in reading, writing and mathematics and provides a wide variety of interesting activities in the other subjects. Well-chosen themes and the positive models provided by adults also ensure that pupils are thoughtful about others' feelings and experiences and that they get along well together.
- Teachers' performance is managed well, so that before teachers are given promotion or a pay increase, they must demonstrate that their teaching is ensuring pupils' good or better progress.
- Relationships with parents are very positive. All parents who completed the online questionnaire say that their children are happy at the school and that they would recommend it to another parent. Parents are welcomed into school. Their comments about a recent day for parents and children in the Reception class outdoor area confirm this.
- Careful checks are made to ensure pupils' safety in school and arrangements for safeguarding meet requirements.
- **The governance of the school:**
  - The governing body has used resources well to reduce the amount of time that the headteacher is teaching a class. This has enabled him to keep a careful check on pupils' progress and on the quality of teaching and to make improvements in the work of the school. The governing body has a clear view of the quality of the school's work and explores in depth the information it receives. Governors ensure that finances, including the pupil premium, are managed well to provide the best possible teaching for the pupils. They keep a careful check on the performance of staff and ensure that promotion and pay awards are only given when this is merited.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	119307
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	405850

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

<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>	67
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Eirian Molloy
<b>Headteacher</b>	Stephen Knight
<b>Date of previous school inspection</b>	2 February 2011
<b>Telephone number</b>	01254 830489
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