

# Farington Moss St.Paul's C.E. Primary School

Croston Road, Farington Moss, Leyland, Lancashire, PR26 6PR

## Inspection dates

13–14 December 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.

- The new headteacher is building well on previous successes. She has carried out a detailed audit of the school's strengths and areas to improve. Leaders, managers and governors are implementing changes that are having a positive impact on achievement and teaching. The school continues to improve.
- Behaviour is better than at the time of the last inspection and is now good. Pupils enjoy school and attendance is above average. Pupils say they feel safe in school.
- Progress is good. Although attainment varies because of the low numbers of pupils, it is currently above average in Year 6.
- Teaching is good. Most lessons sustain pupils' enthusiasm and they enjoy sharing their ideas in groups and with a partner.
- The school is a friendly community and pupils show a genuine care for each other. They show respect for the school's Christian ethos especially as they prepared for Christmas.

### It is not yet an outstanding school because

- Teaching is not yet consistently good. In some lessons, the pace is not fast enough and pupils become restless. Pupils are not always involved enough in checking their own work. Tasks are not always set at the right level especially for the more-able pupils and in mathematics.
- The school's systems to track pupils' progress are rather complicated. It is not easy to locate information about how well pupils are doing.
- In the Reception class, the children's personal development is hampered because the cloakroom and toilet facilities require improvement.

## Information about this inspection

- Inspectors observed teaching in all classes. They visited 15 lessons and parts of lessons. One lesson was a joint observation with the headteacher.
- Meetings were held with staff, two groups of pupils, the Chair of the Governing Body and a representative of the local authority.
- Pupils read to the inspectors.
- Inspectors looked at pupils' books with a focus on writing and mathematics in Years 2 and 6.
- Inspectors scrutinised a range of documents, including the school's plan for future improvements, information about pupils' progress and safeguarding.
- The views of 27 parents were analysed through the online questionnaire (Parent View) website. Other parents shared their opinions in writing and by telephone. Inspectors chatted with parents at the start of the school day.
- Inspectors analysed 15 returns by staff to the inspection questionnaire.
- At the time of the inspection the headteacher had been in post for one term.

## Inspection team

Jennifer Platt, Lead inspector

Additional Inspector

Allyson Ingall

Additional Inspector

## Full report

### Information about this school

- This school is smaller than the average-sized primary school. Some pupils are taught in mixed-age classes.
- Almost all pupils are of White British heritage.
- The proportion of pupils known to be eligible for the pupil premium (additional government funding provided for children in local authority care, those from service families and those known to be eligible for free school meals) is below average.
- The proportion of pupils supported through school action is well-below average. The proportion supported at school action plus or with a statement of special educational needs is average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

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

- Improve progress and the quality of teaching to outstanding by:
  - ensuring all lessons go at a brisk pace and keep pupils interested in their learning
  - setting work at the right level, especially making sure it is always hard enough for the more-able pupils and in mathematics
  - ensuring that pupils always complete enough work so that the good practice of involving pupils in checking their own learning is used in all classes.
- In the Early Years Foundation Stage, improve opportunities for children's personal development by enhancing the cloakroom and toilet facilities.
- Simplify the systems to track pupils' progress so that it is easier to gain a picture of how well they are doing throughout the year.

## Inspection judgements

### The achievement of pupils

**is good**

- Children's skills and knowledge as they start school vary year on year. Over the last two years, attainment has been slightly lower than that usually seen, especially in aspects of literacy and mathematics. The teacher has high expectations and progress is good. Children quickly make friends and follow class routines. They work well with others as when tidying away at the end of sessions. Independence is encouraged but children's personal development is hampered by the unsuitable cloakroom and toilet facilities.
- In the Early Years Foundation Stage and Year 1, pupils are taught their letters and sounds effectively. Consequently, results of the national reading assessment in Year 1 were above average.
- In Years 1 to 6, pupils make good progress. The results of national assessments at the end of Years 2 and 6 vary because of the small numbers of pupils in each year. At the end of Year 2, attainment has been broadly average rising to above average in 2012 in reading, writing and mathematics. An above average number of pupils reach the level expected for their age but the number exceeding this level is closer to average.
- Attainment in Year 6 has been above average over the last three years, although dipping slightly in mathematics last year. The current Year 6 pupils are on track to reach high standards by the time they leave. Almost every pupil is well placed to reach the level expected for their age and slightly more than 50% to exceed this level. This shows that the more-able pupils make good progress overall, although this varies between classes when they are not always set hard enough work especially in mathematics.
- Reading is the strongest subject. Year 2 pupils use a variety of methods to tackle new words. Year 6 pupils are relishing the new books in school. Writing in Year 6 is of a high standard in presentation and content. The school identified that pupils lacked confidence in working out what calculation to use to solve problems. Changes to teaching have improved these skills in Year 6 but, in other year groups, this is still a concern for some, especially the more-able pupils.
- Disabled pupils and those with special educational needs make good progress. Several of these pupils are also known to be eligible for the pupil-premium funding and this group makes the same progress as others. Interventions are effective in filling gaps in their skills and knowledge. The school also uses this funding to provide counselling, if the need arises, to help pupils overcome difficulties and be more prepared for learning.

### The quality of teaching

**is good**

- Teaching is good and some observed was outstanding. However, there are variations between classes with aspects that require improvement. Most teachers make it clear what pupils are to learn and lessons run smoothly. Teachers manage pupils effectively and behaviour is good.
- In the very best lessons, teachers ensure that practical activities capture pupils' interest. For example, older pupils made models about the rotation of planets following a demonstration and this clarified misconceptions about the movement of planets.
- Many lessons include a variety of teaching methods that sustain pupils' enthusiasm. Role play in an effective literacy lesson led to pupils including the feelings of different characters in their own drama.
- This was also the case in the Early Years Foundation Stage when the children dressed up and acted the Christmas story outside. Staff know how to make learning exciting for this age and children loved decorating the home corner for Christmas.
- Most lessons go at a quick pace with teachers setting a time to complete a task and pupils set to work promptly. Teachers often pause to ask pupils how well they think they are doing and this helps them to understand their own achievement.
- In comparison, some lessons include too long listening to the teacher with little time available to

complete work. This limits opportunities for pupils to evaluate how well they have got on as there is insufficient work to share with a partner. On other occasions, pupils using their individual white board copied from others and so the teacher's checks on progress were inaccurate.

- Although the current systems to track pupils' progress are complicated, they do give teachers an overall picture of pupils' progress. In the best lessons, teachers use this information well and set tasks at the correct level for pupils. However, this is not always the case and, especially in mathematics, tasks set were both too easy for some and too hard for others. This problem was more obvious when worksheets were used which, as well as not being at the correct level, failed to capture pupils' interests.
- Support staff play an active role in most lessons. This was very evident in the Early Years Foundation Stage when supporting disabled pupils and those with special educational needs. Great patience and perseverance involved children in all activities. This reflects the good promotion of equality of opportunity for these pupils.

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

- Behaviour is good. It has improved around the school since the previous inspection in response to training for staff and more resources to keep pupils involved in purposeful activities. Parents and pupils identify an improvement in the atmosphere of the school, which is much calmer. This was evident during the inspection, even as pupils prepared for their Christmas parties.
- In some lessons behaviour was exemplary with pupils being very keen to learn. Only when lessons fail to capture pupils' imagination do they start to get restless with examples of minor misbehaviour.
- Pupils say that bullying has been a problem in the past but not now. They recognise different types of bullying and identify some occasional 'falling-out' but nothing serious. In a group discussion, pupils summed up their school as, 'Really welcoming where we all like learning together. Not everyone is perfect but we all try our best.'
- Pupils are polite and pleasant. They are keen to talk to visitors and willingly accept responsibilities. They raise considerable funds for charity. Older pupils enjoy leading class worship and research texts and prayers that make these very special shared times.
- Pupils say they feel safe. They are taught how to look after themselves and know that they can go to staff with concerns.

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

- The new headteacher has closely checked the school's position. She has involved staff in this so that they are prepared to take on initiatives. Morale is high. The school has an accurate view about the future, action plans are in place and the capacity to improve further is good.
- The school is currently adjusting procedures to check on pupils' progress. This has left staff with a system which makes it harder than it should be to find information. Nevertheless, teachers are aware of the progress pupils make and meet with the headteacher to explain any underachievement. The evaluation of teachers' performance and the awarding of salary increases are closely linked to pupils' progress.
- The headteacher checks on teaching and shares with staff how to improve lessons. Not all issues are fully resolved and some variations remain between classes. However, training is linked to priorities. The marking of pupils' work has received attention and, although not yet consistently effective, many comments give clear guidance to pupils.
- The curriculum enables pupils to benefit from a good balance of experiences. Art and sport are particular strengths. The school promotes spiritual, moral, social and cultural development well. Pupils learn about other cultures and an association with a school with a more diverse population is planned.

- Links with the local authority are effective. A considerable amount of advice, especially for lunchtime staff, has improved pupils' behaviour.
- The majority of parents are happy with the education their children receive and would recommend the school to others.

■ **The governance of the school:**

- Governors have an accurate picture of what is happening in school. Governors review national test results and understand the reasons for the peaks and troughs in them. Agendas are published before meetings and governors arrive well prepared to ask questions. They know the quality of teaching and are aware that teachers are set challenging targets based on pupils' progress. Governors manage the budget well. They understand that extra resources to support pupils under the pupil-premium initiative help these pupils make good progress. Governors seek advice about spending to improve the old building and over the years have transformed parts of the school. Some areas still require refurbishment especially the cloakroom and toilet facilities for children in the Early Years Foundation Stage. Governors attend training and use their expertise well, especially in ensuring safeguarding meets requirements.

## 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>	119612
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	401856

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>	Voluntary aided
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	167
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Alan Whittle
<b>Headteacher</b>	Alison Gibson
<b>Date of previous school inspection</b>	10 March 2010
<b>Telephone number</b>	01772 336166
<b>Fax number</b>	01772 336166
<b>Email address</b>	head@st-pauls-farington.lancs.sch.uk



Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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 123 4234, or email [enquiries@ofsted.gov.uk](mailto: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 information 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'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

