

Padiham Primary School

Burnley Road, Padiham, Burnley, Lancashire, BB12 8SJ

Inspection dates

30–31 January 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
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' progress is good and is particularly rapid in Years 3 to 6. Standards are broadly average in English and mathematics at the end of Key Stage 2.
- Children in Reception make a good start from their low starting point because of the work of well trained staff and a well planned curriculum.
- Teaching is good with some that is outstanding. Teachers' high expectations, strong subject knowledge and good use of modern technology reinforce and extends pupils' learning effectively.
- Pupils check their own work, especially at Key Stage 2. As a result, they know their strengths and what else to improve.
- Most pupils are well behaved and able to express their thoughts clearly because their social, speaking and listening skills are strong. Pupils feel happy and enjoy being at the school, as shown by their above-average attendance.
- The headteacher, deputy headteacher and senior leaders demonstrate high ambition and expectation for the school. They are effectively supported by the governing body, led by the Chair and other governors.
- Since the previous inspection, the actions taken by the leaders, governors and the local authority have resulted in achievement and teaching being good.

It is not yet an outstanding school because

- Adults support is not well used in whole-class teaching and, on occasions, more-able pupils are not always given demanding work.
- While teachers' marking is regular, the feedback in their written comments is not always linked to pupils' targets and the learning aims for the lesson.
- There are too few opportunities for pupils to practise their numeracy skills in other subjects.
- The skills of recently appointed leaders of key stages are not sufficiently well developed for them to make checks on the impact of teaching and learning on pupils' achievement.

Information about this inspection

- Inspectors observed teaching and learning in 18 lessons, of which one was a joint observation with the headteacher. Inspectors made a number of shorter visits to other lessons. Inspectors also listened to pupils read.
- Meetings were held with two groups of pupils, the Chair of the Governing Body and two other governors, senior leaders and a representative from the local authority.
- Inspectors looked at documents relating to safeguarding, the performance management of staff, the tracking and assessment of pupils' attainment and progress, records on behaviour and safety and the monitoring of teaching and learning. They looked at the school's spending of the pupil premium funding.
- Inspectors took account of the views of 10 parents in the on-line questionnaire (Parent View) and the school's own surveys of the views of parents and pupils. The views of parents were sought at the start and the end of the school day. Inspectors scrutinised 20 questionnaires completed by staff.

Inspection team

Zahid Aziz, Lead inspector

Additional Inspector

Sheila Mawer

Additional Inspector

Sue Sharkey

Additional Inspector

Full report

Information about this school

- Padiham Primary School is a larger than the average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium funding is well above average.
- The proportion of pupils supported through school action is average. The proportion supported at school action plus or with a statement of special educational needs is above average. Currently, there are no pupils with a statement of special educational needs in the school.
- The largest groups of pupils are from White British heritages. The proportion of pupils from minority ethnic backgrounds and those who speak English as an additional language is well below average.
- Awards held by the school include Investors in People Gold, Race Equality, Eco School Silver and Lancashire PE Mark Bronze awards.
- The school provides a breakfast and after-school club which is not managed by the governing body and is inspected separately.
- The headship is shared between the current retiring headteacher for three days and the deputy headteacher for two days each week.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school does not use any alternative off-site provision for its pupils.

What does the school need to do to improve further?

- Improve the rate of pupils' progress, particularly in Key Stage 1 and in mathematics by:
 - increasing the proportion of teaching that is outstanding by sharing the strong existing practice in the school
 - ensuring that teachers prepare lessons that meet the needs of all ability groups, especially the more-able pupils
 - providing additional opportunities for pupils to practise their numeracy skills in other subjects
 - make more effective use of support staff in the classroom during whole-class teaching sessions.
- Ensure leaders and managers have a greater impact on improving pupils' progress by:
 - developing the effectiveness of key stage leaders in improving teaching and learning and in raising achievement in their area of responsibility
 - checking the quality of the feedback in teachers' marking and making sure links are made to pupils' targets and the aims of the lesson so pupils know how to reach the next level.

Inspection judgements

The achievement of pupils

is good

- Most pupils make good progress from their different starting points. Pupils' attainment is close to the national average at the end of Year 6. Standards in Key Stage 1 are improving and attainment in the Year 1 national phonics screening check was above average. Overall, achievement is not outstanding because adult support is not always used effectively in whole-class sessions especially at Key Stage 1.
- Most children start Reception with skills below those typically expected for their age. By the time children enter Year 1, their skills in reading, writing and mathematics are at the expected level of development for their age. Children make good progress because they are well taught and learning activities are well organised.
- Reading is encouraged and pupils keep their reading books very close to them so that they can read whenever the opportunities occur during the day. Girls are performing better than in previous years because of better teaching of phonics (the sounds that letters make) in Reception and Key Stage 1. As a result, all pupils are now making good progress in reading.
- In writing and mathematics, pupils make faster progress at Key Stage 2. This is because of strong adult support and the setting of pupils in both subjects. As a result, pupils' standards are approaching what is expected nationally. Pupils' work in classes across the key stages shows that they are making good progress in English and mathematics.
- Disabled pupils, those with special educational needs and those entitled to pupil premium, including those eligible for free school meals, make consistently good progress from their different starting points. They are given very good one-to-one help in lessons and the strong links with external agencies ensure that there is timely support for these groups of pupils. The gap in attainment between those receiving the pupil premium and other groups is narrowing as measured by their average point scores. Pupils from minority ethnic groups and those who speak English as an additional language, although small in numbers, make excellent progress.

The quality of teaching

is good

- Pupils make good progress because teaching is consistently good. Some teaching is outstanding because of accurate questioning and the close checks made during lessons of pupils' work. However, teaching is not outstanding overall because teachers do not always plan lessons well that cater for pupils of all abilities, especially the more able. There are insufficient opportunities for pupils to practice their numeracy skills in different subjects.
- In Reception, teachers create a positive learning environment to extend children's knowledge and skills. For example, children went on a 'hunting trip' looking for different types of mathematical shapes around the school, such as a circle and a hexagon. As a result, they gained new knowledge and improved their vocabulary of key words.
- Teachers use a range of strategies to improve pupils' skills in reading and writing. In outstanding guided-reading sessions in Key Stage 2, for example, pupils were using a reading journal where pupils were writing or sketching out their analysis of the book and writing a book review. Another group of pupils, made an excellent use of tablet devices to extend their reading skills on the internet which was checked by the teacher electronically to see how much progress had been made. Such practices ensure that pupils are fully engaged and allows them to develop their skills in working by themselves.
- Teachers have good subject knowledge. More consistent ways of planning learning are improving the quality of teaching. Teachers share the lesson's objectives with pupils and explain what they need to do to be successful. However, the aims are not always linked with pupils' learning targets.
- Assessment and marking take place regularly. Pupils' progress is checked well as seen, for example, in pupils books in Year 5. Pupils check their own work regularly and act on the advice

given by the teachers. As a result, they know how well they have done and what else needs to improve. However, the teachers' comments giving feedback in their books are not always clearly related to pupils' targets, so that pupils know how to reach the next level. As a result, pupils' progress is not always as fast as it can be.

- Homework makes a positive contribution to pupils' widening experience. It helps to promote and encourage pupils' social and independent skills.

The behaviour and safety of pupils are good

- Pupils have a very positive attitude to learning and, as a result, behaviour and safety are good in lessons and around the school. Pupils, parents and staff endorse these views. Behaviour is not outstanding because on some occasions pupils have to be reminded about the need to behave well.
- Pupils interact very well with adults. They are proud of their school and share their views about it with confidence. This is a result of their excellent speaking and listening skills, which are developed from the early stages of their time in the school. The school council makes a positive contribution in the life of the school such as improving the environment and raising money for the local charities.
- Pupils feel safe because of the support of adults around them. They say that bullying and use of 'bad language' is very rare because everyone is respected regardless of their background, race or gender.
- Pupils benefit from a positive environment in the school that encourages staying safe, a healthy life and personal well-being. For example, a road safety focus on safe cycling and visits from fire officers helps pupils to be fully aware of dangers on the road and of playing with fire.
- Pupils are very well aware of risks associated with unsafe use of internet and venturing into social network websites.
- Pupils support each other well in class and during breaks regardless of their background; for example, one child was helping another during a guided reading session on how to use a tablet device.
- Attendance has improved from the time of the previous inspection and is now above average. The school tackles poor attendance and persistence absences with a good range of effective strategies, including text messaging to parents to help reduce absence.

The leadership and management are good

- The headteacher and the deputy headteacher share high ambitions for the school and are driving improvement effectively with the support of the governing body and the local authority. As a result, achievement and teaching are good.
- A clear focus on the quality of teaching is driving forward improvement and has quickly addressed weaknesses identified in the previous inspection report so teaching is now consistently good. Senior leaders have correctly identified the priorities for development, based on an accurate view of how well the school is performing, such as improving mathematics in Key Stage 1. They are aware of the need to share the strong practice already present in the school.
- The school has ensured that progression through the pay scales and teachers' performance are directly linked and this has led to improvements in the quality of teaching across the school.
- Everyone in the school shares the same vision for the future and are committed to improving the school. All staff work very well together as a team and take advantage of the opportunities available for further training to improve their teaching and leadership skills. As a result, disabled pupils and those with special education needs make good progress and pupils with English as an additional language make excellent progress. However, some key stages leaders do not always make good checks on teaching and learning, especially on teachers' feedback in pupils' books to

see how far they are related to pupils' targets. As a result, pupils' progress is not always as fast as it can be.

- The school effectively supports pupils' spiritual, moral, social and cultural development. Pupils benefit from a good range of exciting activities and visits. The strong focus on supporting topic work across all subjects to promote literacy has had a positive effect on pupils' progress, their ability to learn and work on their own and as members of a team. For example, following a visit to Blackburn Cathedral, pupils wrote about their experience using information and communication technology. As a result, pupils were able to share their experiences well with others.
- The school provides effective strategies to promote equality of opportunity and tackles discrimination by ensuring all groups are making good or better progress.
- The local authority has provided suitable support for the school in recent years. At present, it receives 'light touch' support based on its proven ability to improve itself.
- **The governance of the school:**
 - Since the previous inspection, the governing body has had a stronger impact on school improvement. Effective training has enhanced their skills, particularly in calling leaders to account. The Chair of the Governing Body and other governors are challenging, supportive and have a good grasp of the school's strengths and weaknesses and of the data on its performance. They are knowledgeable about how their school compares with others and how well different groups of pupils achieve. The governing body is aware of performance management procedures and the good quality of teaching, how this is rewarded and how any underperformance is dealt with. It knows how well the pupil premium funding is spent, which includes the employment of two staff who have been specially trained to support the needs of these pupils, and checks the impact of this spending to ensure the support is making a difference.

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

Unique reference number	119164
Local authority	Lancashire
Inspection number	401816

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	281
Appropriate authority	The governing body
Chair	John Greenwood
Headteacher	John Hughes
Date of previous school inspection	13 July 2010
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