

# Newchurch-in-Pendle St Mary's Church of England Primary School

Spenbrook Road, Newchurch-in-Pendle, Lancashire, BB12 9JP

## Inspection dates

20–21 March 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- Pupils make rapid and sustained progress through the school and learn exceptionally well. Consequently, their attainment by the end of Year 6 in English and mathematics is consistently well above average. Attainment in reading is exceptionally high. This reflects outstanding achievement from children's starting points, which are generally below those expected for their age.
- Much of the teaching is outstanding and it is never less than consistently good. Teachers plan and teach lessons that help pupils to learn exceptionally well in different subjects. However, they have yet to extend their high quality marking to all subjects.
- Staff show high levels of respect and courtesy for pupils and others.
- Pupils' behaviour is exemplary. They are very polite, courteous and very respectful of others. Pupils say they feel completely safe in school. They have an excellent understanding of how to keep themselves and others safe.
- Parents and pupils are very proud of their school. Pupils say, 'It's like one big happy family in which everyone helps each other.'
- The curriculum provides highly positive experiences and rich opportunities for high quality learning. It promotes pupils' spiritual, moral, social and cultural development in an exceptional manner.
- The inspirational leadership of the headteacher has been at the heart of the school's good improvement since the previous inspection. Leaders and governors have worked especially well together to improve the quality of teaching and accelerate pupils' progress.
- The procedures for checking how well the school is doing are outstanding. They enable leaders and governors to base actions for improvement on a deep and accurate understanding of the school's performance. These actions are robustly checked on an ongoing basis to assess if they are proving successful.
- The governing body is extremely supportive of the school and fully involved in driving improvement.
- The school's ability to carry on making improvements is excellent.

## Information about this inspection

- The inspector observed 10 lessons, or parts of lessons, taught by two teachers and three teaching assistants.
- Discussions were held with the Chair and Vice-Chair of the Governing Body, parents, staff, pupils and a representative of the local authority.
- The inspector observed the school's work, and looked at school documentation, including that relating to safeguarding, records of meetings of the governing body, assessment information and curriculum planning. Work in pupils' books and displays around the school were examined. The inspector listened to groups of pupils read.
- Account was taken of the 14 responses to the online questionnaire (Parent View) in carrying out the inspection. Account was also taken of the responses to a recent school questionnaire sent to parents to gain their views about its performance.

## Inspection team

Melvyn Hemmings, Lead inspector

Additional Inspector

## Full report

### Information about this school

- Newchurch St Mary's is much smaller than the average-sized primary school.
- Pupils are taught in two mixed-year group classes.
- A below-average proportion of pupils are eligible for the pupil premium, which provides additional funding for children in local authority care, those whose parents are in the armed forces and pupils known to be eligible for free school meals.
- The proportion of pupils supported through school action is above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- Almost all pupils are of White British heritage.
- The school meets the current government floor standards, which set minimum expectations for attainment and progress.
- The school has gained a number of national awards, including the Race Equality Award, and it holds Eco-School status.

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

- Extend the high quality marking in English and mathematics to other subjects.

## Inspection judgements

### The achievement of pupils

### is outstanding

- Children's skills when they start school vary because of the small numbers in each year group, but are generally below those expected for their age. They make rapid progress through the school and attain standards in English and mathematics that are well above average by the end of Year 6. This represents outstanding achievement.
- Attainment in reading is above average at the end of Key Stage 1 and high by the time pupils leave school. Pupils very effectively build upon their skills as they pass through the school because reading activities are matched precisely to their individual needs. These include sessions to develop their ability to use their knowledge of letters and sounds to read unfamiliar words.
- In the Early Years Foundation Stage, children make rapid gains in their speaking and listening skills because of the very effective questioning from adults and the many opportunities to take part in paired and group discussions. They confidently make choices for themselves and work well with others to complete tasks.
- In Years 1 to 6, pupils show much enthusiasm and are very keen to learn. They have excellent collaboration skills and show tenacity when faced with difficulty. They can concentrate for lengthy periods and show a great deal of initiative and independence in their learning.
- Pupils speak clearly and confidently to express their ideas and are very keen to contribute to group and class discussions. Their writing across a range of styles, including poetry and narrative writing, is imaginative and successful in capturing and maintaining the reader's interest. Their handwriting is neat and levels of presentation are high.
- In mathematics, pupils have strong calculation skills, including quick mental recall of number facts. They can apply these skills proficiently when solving problems in a variety of contexts in different subjects. This was evident in a science lesson for pupils in Years 3 to 6 in which they were investigating how far elastic bands stretched when different weights were attached to them.
- Disabled pupils and those with special educational needs make the same progress as other pupils because their specific needs are identified early and very effective extra support is provided to meet them.
- The funding for pupils eligible for the pupil premium has been used effectively to raise their attainment in English and mathematics. It has enabled the school to provide individual support to successfully narrow the gap between pupils known to be eligible for free school meals and other pupils in school. Consequently, their attainment in English and mathematics is similar to that of pupils not supported by the pupil premium.

### The quality of teaching

### is outstanding

- In the Early Years Foundation Stage, adults work well together to ensure children's needs are met very effectively. Children are provided with activities that are practical and highly motivating. Consequently, they show a great deal of interest and enjoyment in all they do, as evident when they seemed lost in a world of their own in the role-play area set up as 'St Mary's Vets'.
- In Years 1 to 6, teaching is highly effective in inspiring pupils and ensuring they learn extremely well. Excellent subject knowledge is applied consistently to inspire pupils and bring the best out of them. The use of resources by teachers and pupils, including new technology, makes a strong contribution to the quality of learning.
- Teachers and other adults are very aware of the capabilities, prior learning and understanding of pupils. They plan very effectively to build upon these. Teaching assistants provide very strong support for all pupils, especially disabled pupils, those who have special educational needs and pupils supported by the pupil premium.
- Teachers use marking very effectively in English and mathematics to guide pupils to their next

steps in learning. As a result pupils understand in detail how to make improvements. Marking is not always as effective in other subjects in helping pupils do better.

- Questioning is used very effectively to find out what pupils know and to deepen their understanding. Teachers very carefully check pupils' understanding throughout lessons so they can intervene as necessary to improve learning. This was evident when pupils in Years 1 and 2 were finding out about the sense of smell as part of a scientific investigation.
- Pupils' spiritual, moral, social and cultural development is promoted extremely well, such as by the many opportunities to explore how their actions affect others and to find out about the traditions and beliefs of cultures different to their own.

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

- Pupils' consistently thoughtful behaviour is an outstanding factor in their successful learning and creates a very welcoming and friendly atmosphere throughout the school. Pupils are highly considerate and very supportive of each other in lessons. Behaviour around school is exemplary and pupils encourage others to conduct themselves well.
- Parents, staff and pupils are extremely positive about both behaviour and safety. Pupils have a very good understanding of the different kinds of bullying, such as name-calling and physical bullying. They are adamant that no bullying ever happens in school and are very confident that staff would deal with it if it did.
- Pupils are highly aware of how to keep themselves and others safe. The curriculum very effectively develops their understanding of the potential dangers associated with roads, railways, water and the use of the internet. Pupils are clear about what to do if approached by a stranger.
- Pupils say they feel very safe in school. Their attendance is above average and they arrive on time so there is no time wasted in beginning activities. Pupils say they enjoy all aspects of school life and that learning is fun because teachers make lessons interesting.
- There are many opportunities for pupils to take on responsibility, such as being an eco or school councillor. They take these on very willingly and carry out their roles diligently. By doing this they add to the life of the school and give all pupils a voice in how the school develops.

### **The leadership and management** **are outstanding**

- The headteacher is highly ambitious for both staff and pupils, and leads by example. All staff have leadership responsibilities and they work extremely well with governors to drive the school forward.
  - Since the previous inspection, improvements to the management of how staff perform have improved the quality of teaching and learning. The training of teachers and other adults very effectively meets the needs of the school and individual staff. There is a strong link between the performance of teachers and their salary progression.
  - There are excellent procedures for checking the quality of teaching. They ensure that teachers and other adults maintain the highest standards in lessons.
  - The arrangements for assessing how well the school is doing and what requires further development are very effective. Action taken to bring about improvement is reviewed regularly to see if it is proving successful. The school's leadership has shown it is very capable of continuing to make improvements.
  - The promotion of equality of opportunity and tackling of discrimination is outstanding. The arrangements for checking the progress of individual pupils and groups are of the highest quality. Consequently, if any action is necessary it is identified at an early stage and precisely targeted support provided to bring about improvement.
  - The local authority has every confidence in the ability of the school's leadership to continue improving the school and it provides light touch support.
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- The curriculum has a very positive effect on pupils' behaviour and safety and contributes very well to their academic achievement and their spiritual, moral, social and cultural development. It provides rich experiences across subjects and is enhanced by well-attended extra-curricular activities and a variety of educational visits. These include a trip to the Jorvik Centre in York as part of work in history about the Vikings.

■ **The governance of the school:**

- Governance is outstanding. The governing body rigorously holds leaders to account for all aspects of the school's performance, including the way the funding for pupils eligible for the pupil premium is used to raise their achievement. Governors have an accurate view of the quality of teaching and how the management of performance is used to improve staff expertise and reward good teaching. They take part in regular training and ensure that safeguarding requirements are met. The governing body understands the data relating to the school's performance and is strongly involved in driving improvement. Governors manage the budget extremely well to ensure financial stability.

## 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>	119435
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	403388

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	47
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Kathleen Wilkinson
<b>Headteacher</b>	Susan Hasler-Cregg
<b>Date of previous school inspection</b>	20 September 2007
<b>Telephone number</b>	01282 612191
<b>Fax number</b>	01282 612191
<b>Email address</b>	head@st-marys-newchurch.lancs.sch.uk



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