

Farington Primary School

Rose Street, Farington, Leyland, Lancashire, PR25 4GH

Inspection dates

16–17 April 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Achievement requires improvement. Not enough pupils make good progress in both English and mathematics. In reading, some pupils have too much ground to make up in Year 6.
- Teaching is not consistently good across the school. The work pupils do is sometimes too difficult or too easy for some. Teachers miss opportunities to put questions that really check and encourage understanding.
- Leaders and governors are too positive in their views about how well the school is doing. Actions to make improvements have not yet secured consistently good teaching.
- Teachers in charge of subjects are not sufficiently involved in using information about pupils' progress in their subject areas to check that pupils make sufficient progress.
- While governance has improved since the previous inspection, there is an over-reliance on the headteacher for information about the quality of education the school provides.

The school has the following strengths

- Attainment in mathematics has improved since the previous inspection and, for the last two years, has been above average.
- School leaders have brought about good improvements in the Early Years Foundation Stage, resulting in children now making good progress.
- Pupils' behaviour is good and they get on well with one another. Pupils with social and emotional needs receive strong support.
- There is a wide range of after-school activities that are much enjoyed by the pupils.

Information about this inspection

- The inspectors observed 15 lessons.
- Additional short visits were made by inspectors to lessons to look at specific issues, such as how well pupils get on with their classmates and how well they behave.
- Meetings were held with groups of pupils chosen at random, members of the governing body and with senior staff. An inspector met with a representative from the local authority.
- Inspectors heard pupils read and talked to them about the types of books they enjoy and why.
- Pupils' current work and assessment data were scrutinised, including information which showed how well pupils do in English and mathematics.
- Twelve responses were received to the online questionnaire (Parent View). The school had carried out its own survey of parents' views and this information was taken into account during the inspection.
- Some members of staff completed the voluntary staff questionnaire and their views were taken into account.

Inspection team

Geoffrey Yates, Lead inspector

Additional Inspector

Neil Dixon

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- 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 broadly average.
- The proportion of pupils from minority ethnic backgrounds is below average.
- There are no disabled pupils attending the school at the moment.
- The proportion of pupils known to be eligible for the pupil premium funding (pupils known to be eligible for free school meals, pupils whose parents are members of the armed forces and those looked after by the local authority) is broadly average.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress.
- There has been some lack of continuity in teaching staff in the last 12 months.
- The school has achieved many awards and is working towards Eco-School status.

What does the school need to do to improve further?

- Improve teaching so that it is good or better by:
 - putting questions that consistently check pupils' understanding and give them a chance to demonstrate that understanding
 - ensuring reading is taught well and pupils are given sufficient time to read
 - teachers planning work that provides the right amount of challenge for all pupils and is not too hard for some or too easy for others.
- Strengthen the quality of leadership and management including governance by:
 - ensuring judgements about the quality of education the school provides are not over-generous
 - ensuring teachers with subject responsibilities have a good understanding of what assessment data tells them about pupils' progress, allied to prompt and effective action to address any weaknesses
 - building on the improvements already made in the quality of governance of the school so that governors are not over-reliant on the headteacher for information.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement because progress is inconsistent and not enough pupils are making good progress.
- Staffing disruption in recent times has resulted in a lack of progress by some groups of pupils. This issue is now being addressed. However, the school's own records show that despite good teaching in Year 6, a minority of pupils are still not making sufficiently good progress to enable them to catch up lost ground from previous years, particularly in reading skills.
- Children start school in the Early Years Foundation Stage with the skills typically expected for their age. They make good progress because of good teaching and a good balance between work chosen by teachers and opportunities for children to make their own choices. Children develop their writing skills well, for example by writing their own messages on cards attached to balloons to be sent off as part of a project about space.
- Attainment at the end of Year 6 in 2012 was above average in mathematics, reflecting good progress, and broadly average in English, reflecting expected progress. The school has improved attainment in writing since the previous inspection but attainment in reading at the expected level has been below average for two years.
- The school's current information about how pupils are doing, as well as inspection evidence, shows that attainment in English and mathematics is likely to be broadly average this year, reflecting inconsistencies in pupils' progress lower down the school.
- Pupils with special educational needs are supported effectively and inspection evidence shows they achieve at least as well as other groups of pupils. There is no difference year on year between the performance of boys and girls.
- The school makes good use of the extra money from the pupil premium funding to enhance the learning opportunities of the pupils. This includes, where required, pupils being given additional support in class or in withdrawal groups. Although, in the previous year, the attainment of pupils who were known to be eligible for free school meals was below that of other pupils in English by about a term, it was a term ahead that of other pupils in mathematics. The school's records show that, currently, there is no significant difference between the attainment of pupils eligible for free school meals and that of pupils who are not eligible.
- Pupils enjoy reading but say they would like to read more in school. Reading has not been as strong as mathematics and writing since the previous inspection. Currently, younger pupils are making good progress in developing their knowledge of letters and sounds to work out words they are unsure about.

The quality of teaching

requires improvement

- Teaching requires improvement because not enough of it is of a consistently good quality. As a result, too few pupils make good progress in both English and mathematics.
- During the inspection, some good teaching was observed in all parts of the school. Nevertheless, teaching in some classes, evidence from pupils' workbooks and information about past progress point to some teaching being in need of improvement. No outstanding teaching was observed during the inspection.
- Where teaching is good, questioning is used well and pupils are given time to talk to classmates about the questions posed by teachers. As a result, pupils in Year 2 demonstrated a good understanding of alliteration and applied it in their own well-scripted poems. Where teaching is not as strong, teachers do not check out sufficiently enough that pupils understand the work they are being asked to do. As a result, pupils do not make the progress of which they are capable.
- There are examples of well-planned activities that are well matched to the pupils' abilities in all parts of the school. For example, in the Early Years Foundation Stage, children were challenged

to use their reading, writing and numeracy skills to good effect as part of their space project. In Year 6, pupils of all attainment levels were challenged to write their own play scripts and responded well.

- Where teaching is less well planned in some classes across the school, work is too hard for some and too easy for others and the pace of learning slows.
- Marking has improved since the previous inspection, but is better in English than in other subjects. Teachers do make sure that pupils take into account suggestions for improvement in their future work in English.
- Pupils with special educational needs and other pupils benefit from the mostly good quality help provided by teaching assistants.
- The teaching of early reading skills is successful. However, reading is not consistently taught well throughout the rest of the school. For example, during the inspection, the mistakes made by a pupil reading to a teaching assistant were not addressed. The amount of time pupils have to read at school varies from class to class and in some classes is too little. Pupils say they would like more time to read at school.
- Teachers promote pupils' spiritual, moral, social and cultural development well. For example, visits to places of interest and taking part in musical and sporting events in areas away from the school broaden pupils' understanding.
- Parents believe the quality of teaching is good, as do the pupils who spoke with inspectors.

The behaviour and safety of pupils are good

- Pupils get on well with one another and with the staff.
- Parents who completed the school's own questionnaire and those who completed the online questionnaire are sure that the school provides a safe environment and that pupils enjoy school and behave well.
- Behaviour in lessons and around the school buildings is good. Pupils are very polite and are eager to share their many experiences about school. For example, they talked with tremendous enthusiasm about how much they enjoyed their visit to see 'The Lion King'. Pupils in the school choir and in the brass band group are rightly proud of what they achieve.
- A scrutiny of records and observations during the inspection demonstrate that behaviour over time is also good. Isolated incidents of unacceptable behaviour are dealt with very well.
- Pupils are confident and want to achieve well, although a minority of pupils do not present their work well. Pupils respond extremely well to the many opportunities provided for them to take on school responsibilities. These include being a member of the school council or Eco-group and helping to sell toast at playtimes.
- Pupils have a good understanding of how to keep safe and are confident that any issues they raise will be dealt with promptly by the school. They recognise dangers when using the internet and know how to avoid these problems. They have a very good understanding of different types of bullying. They are confident that should any ever occur, adults would deal with it fairly.

The leadership and management require improvement

- Leadership and management require improvement because neither teaching nor achievement is consistently good.
- The headteacher, with the support of the staff, has been successful in bringing about improvement in some important areas since the previous inspection. As a result, more teaching is now good and children now make good progress in the Early Years Foundation Stage. While attainment is not as strong in reading, there have been improvements in English and mathematics attainment overall.
- Performance management systems are in place and used appropriately to identify professional development needs. However, the impact of the actions taken has not ensured that teaching is

typically good. At times, lesson observations carried out have tended to focus on what the teachers are doing rather than on what pupils are getting out of the lessons. This lack of focus on the quality of learning and progress over time has led the school to have an over-generous view of how well it is doing.

- The headteacher has taken steps to ensure that progress data records are accurate and prompt action is now taken to address weaknesses. This has not always been the case. The lack of progress made by some pupils has meant that by the time they reach Year 6, staff have to spend time ensuring gaps in pupils' previous learning are dealt with.
- Subject leaders are not sufficiently involved in ensuring that the use of assessment data identifies where progress is not fast enough and in starting action that will lead to faster progress.
- The curriculum provides a generally good range of subjects and activities and is well supported by extra-curricular activities.
- Provision for pupils' social, moral, spiritual and cultural development is good. Leaders ensure that no pupils, regardless of background or need, are denied access to anything the school has to offer.
- Child protection and safeguarding have a high priority. Leaders ensure that all requirements are met and that the building is a safe environment.
- External support from the local authority is contributing to developing the school's work, although the pace of change is not yet brisk.

■ **The governance of the school:**

- Governance has improved since the previous inspection. Training ensures governors have sharpened their skills. However, at times they are over-reliant on the headteacher with regard to knowing what is going on in the school instead of forming their own conclusions. Governors do ensure that the systems to check the performance of teachers are robust and they receive information about the quality of teaching, seeking assurance that salary levels are linked to performance. Governors are well aware of the impact of staffing disruption on pupils' progress through closely examining the relevant data that the headteacher has shared with them. Legal responsibilities are discharged well. Governors keep a close check on the school's budget and try to make sure that the pupil premium funding is used to good effect for the purpose intended. The safeguarding of pupils is a high priority and governors ensure that the implementation of all related policies is robust.

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	119150
Local authority	Lancashire
Inspection number	405833

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	155
Appropriate authority	The governing body
Chair	Peter Ingham
Headteacher	Joanne Ramsbottom
Date of previous school inspection	21 June 2011
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