

Adlington St Paul's Church of England Primary School

Railway Road, Adlington, Chorley, Lancashire, PR6 9QZ

Inspection dates 10–11 July 2013

Overall effectiveness	Previous inspection:	Good	2
	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.

- Given their starting points, almost all pupils make good progress throughout the school and achieve well in reading, writing and mathematics.
- Teaching is good in the large majority of lessons and some is outstanding. This is having a positive impact on pupils' learning.
- Pupils are polite and well-mannered. Their behaviour is good and they are keen to learn.
- Pupils say they feel very safe in school and are cared for very well. Parents overwhelmingly support this view.
- Attendance is above the national average.
- The behaviour of the vast majority of pupils and their attitudes to learning are good.
- The curriculum provides pupils with an interesting range of subjects and topics that ensures that they enjoy school.
- Senior leaders and the governing body have a clear view of how successful the school can be and what needs to be done to improve it further. They have a clear focus on the continued improvement in the quality of teaching to further raise standards including in English and mathematics.

It is not yet an outstanding school because

- A small minority of teaching requires improvement and not enough teaching is outstanding.
- Although pupils' work is regularly marked, teachers' written comments do not always tell them clearly enough what they need to do to improve. This limits pupils' progress.
- Teachers do not always plan activities well enough during lessons that enable all groups of pupils to make more rapid progress.
- The school does not provide enough opportunities for pupils to develop a wider knowledge and understanding of different cultures.

Information about this inspection

- The inspectors observed 10 lessons taught by nine teachers. Three observations were conducted jointly with members of the senior leadership team.
- The inspectors looked closely at the school's work, including the school's analysis of its performance, the improvement plan, documents relating to behaviour and safeguarding, minutes of governing body meetings, the school's data on pupils' progress and work in pupils' books.
- The inspectors met with school staff, four members of the governing body and with a representative of the local authority.
- Inspectors held meetings with two groups of pupils and listened to some pupils reading.
- The inspectors took account of the 46 responses from parents recorded in the online questionnaire (Parent View), together with the 100 responses to a parental survey carried out by the school in February 2013 and informal conversations with parents. Questionnaires completed by 14 members of staff were also taken into account.

Inspection team

Alan Parkinson, Lead inspector

Additional Inspector

Terry Bond

Additional Inspector

Full report

Information about this school

- This is a smaller than the average-sized primary school.
- The current headteacher was appointed in January 2012.
- The proportion of pupils eligible for the pupil premium is below the national average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children of service families and those children who are looked after by the local authority.
- The proportion of pupils from minority ethnic backgrounds is below the national average. There are currently no pupils in the school who speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below the national average.
- The proportion of those supported through school action plus or with a statement of special educational needs is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- In 2011, the school achieved the Green Building award in the 'It's Our Planet Award' programme.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is always at least consistently good, particularly at Key Stage 2, and much more of it is outstanding, to raise further pupils' achievement in English and mathematics, by:
 - ensuring that the marking of pupils' work by teachers is consistently used to provide clear and specific guidance on what pupils need to do to improve
 - ensuring that teachers regularly check pupils' progress during lessons and provide activities that are always well matched to pupils individual needs to enable them to make rapid progress.
- Further develop the curriculum to provide more opportunities for pupils to gain a wider understanding of different cultures.

Inspection judgements

The achievement of pupils is good

- Children join the Early Years Foundation Stage with skills and abilities that vary but that are generally below those typically expected for their age, especially in communication and language. However, good teaching in the Reception class enables children to make good progress. As a result, by the end of the Reception Year children's skills are broadly in line with national expectations.
- The progress made by pupils between Years 1 and 6 is good. Standards reached by pupils in reading, writing and mathematics have improved over recent years and by the end of Year 2 they are above those seen nationally.
- At Key Stage 2 in 2012, results of national test show standards reached in reading, writing and mathematics fell to broadly average. Improvements to the quality of teaching and the implementation of effective strategies, such as the reading programme are addressing this decline. As a result, pupils at Key Stage 2 are once again making good progress. In the 2013 national tests, unvalidated data for the current Year 6 pupils indicates a further improvement with pupils achieving above average standards of attainment.
- An emphasis on improving pupils' reading skills through the whole-school reading programme is successfully helping pupils to develop their literacy skills well. They make good use of their phonic skills (linking letters to the sounds that they make) to help them read difficult words. Pupils say they enjoy reading and read regularly at home and school. This is helping to support pupils' learning across a range of subjects and topics.
- In 2012, the standards reached by the few Year 6 pupils eligible for free school meals was lower than other pupils in the school in English and mathematics by more than four terms. School information shows that current Year 6 pupils known to be eligible for free school meals are attaining as well as other pupils in the school in reading and writing and better than other pupils in mathematics. This is because the school allocates the pupil premium funding very effectively, providing pupils known to be eligible for free school meals with additional support to enable them to develop their literacy and numeracy skills well.
- Disabled pupils and those who have special educational needs, those eligible for pupil premium funding and those from minority ethnic backgrounds achieve well. This is because they receive timely and sharply focused help from teachers and make similar, and sometimes better, progress than their classmates.
- Lesson observations, hearing pupils read and inspector's checking of pupils' work confirm that currently pupils are making good progress, particularly in reading and mathematics. Parents are accurate in their positive views that their children are receiving a good education.

The quality of teaching is good

- Pupils say they are well taught and their lessons are fun. In the best lessons, where sometimes outstanding teaching was seen, teachers have high expectations and provide pupils with many opportunities to become actively involved in lessons. Teachers' good subject knowledge enables them to explain the work well and use effective questioning that encourages pupils to think for themselves.
- In some lessons, teachers do not always plan activities well enough to enable all groups of pupils to make more rapid progress. For example, teachers will bring the whole class together even if they are already doing well rather than work with smaller groups of pupils and allow other pupils to continue their work. This prevents some pupils from being able to develop their skills and learn more quickly.
- Pupils' work is regularly marked with the majority of written comments using praise to encourage and to recognise what pupils have achieved. However, teachers' written comments do not always clearly inform pupils what they need to do to improve. This means opportunities

to take learning even further forward are missed.

- Teaching contributes well to pupils' spiritual, moral and social development through activities such as school assemblies, school trips and links with the local community. For example, during a whole-school assembly led by Year 6 pupils, they reflected on their learning journey through the school and thought about the values they were taking with them as they prepared for the next stage of their education at high school.
- Classroom displays of pupils' work are a celebration and reminder to pupils of what they have achieved. They also stimulate pupils' learning and help them to develop their creative, literacy and mathematical skills further.
- Teaching assistants are used well, particularly in the Reception and Key Stage 1 classes. They make a significant contribution to the learning of pupils identified by the school for additional support including disabled pupils or those with special educational needs. This enables them to make progress that is consistent with all other pupils.

The behaviour and safety of pupils are good

- Pupils say they feel safe at school because they are well cared for by teachers and other adults. They also learn about keeping themselves safe. For example, they learn about 'stranger danger', how to use the internet safely, learn how to swim, safer cycling and about road safety. During the first afternoon of the inspection, the Fire Service worked with Year 6 pupils, as part of the 'Heartstart' programme, to show them what to do in a life-threatening emergency.
- The responses to the Parent View and to the parental survey carried out by the school indicate that parents overwhelmingly agree their children are very safe at school and looked after very well.
- The vast majority of pupils are well behaved in lessons and around the school and their attitude to learning is good. Although a very small amount of low-level disruption and boisterous behaviour was seen during the inspection, pupils say that behaviour is improving. This is because the introduction of the new behaviour policy is having a positive impact. Pupils value the rewards and sanctions system and clearly understand that any poor behaviour can result in losing 'Golden Time'.
- Pupils have a good understanding of the different forms of bullying and report that bullying is rare. Pupils feel confident to talk to an adult if they have any concerns and say that any instances are quickly resolved.
- The school provides opportunities for pupils to develop as responsible individuals. Some pupils make a significant contribution to the school community by taking on positions of responsibility such as members of the school council, the worship team or as playground leaders or eco-warriors.
- Pupils work hard to help others by raising money for charities, such as Red Nose Day, Water Aid and Race for Life. Some Key Stage 2 pupils in the knitting club made blankets for Preston hospital's premature baby unit. This shows the pupils' good social and moral development and their high level of care for others'.
- Attendance has improved over recent years and is above the national average. The school has implemented effective strategies to reduce the number of persistent absences.

The leadership and management are good

- The headteacher, senior leaders and the governing body know the school well. They have accurately identified the school's strengths and areas for further development. There is rightly a strong focus on raising standards further, by improving the quality of teaching.
- The school is working towards the achievement of the 'Step into Quality in the Early Years' award. This shows the school's and staff commitment to providing the highest quality learning experiences for all the children.

- Regular observations of lessons and systems to check and improve the quality of teaching and learning are effective and provide teachers with accurate feedback on their performance. The headteacher uses information about the quality of teaching well to provide a relevant programme of staff training, and to advise the governing body about teachers' pay awards.
- The new headteacher has introduced more rigorous and robust systems to check the progress of individual pupils. This enables the school to quickly identify any pupils at risk of falling behind in their learning and provide additional support when required. This shows the school's commitment to offering equal opportunity for all its pupils and ensures that they achieve well.
- The curriculum provides pupils with an interesting range of subjects and topics that ensures that pupils enjoy school. This contributes well to pupils' good spiritual, moral and social development. However, the school does not provide enough opportunities for pupils to develop a wider knowledge and understanding of the different cultures in the world in which we live.
- The school provides a variety of activities to enrich pupils' experiences such as the Year 5 trip to Salmesbury Hall as part of their Tudors topic work, the Year 3 trip to the Museum of Science, all Year 4 pupils learn to play the clarinet and Year 1 pupils visited a farm.
- The school also offers pupils a wide range of extra-curricular activities. These include activities such as football, gymnastics, orienteering and the school choir. All these enrichment and extra-curricular activities help to support pupils' learning and further develop their social skills.
- The school has developed very effective links with parents. For example, the headteacher has established a 'Parents' Forum' and has actively involved them in the development of the new school behaviour policy. This is having a positive impact on improving pupils' behaviour further throughout the school.
- The school has benefited from very effective and valuable support from the local authority. This support has included training for governors and advice and guidance on the Early Years Foundation Stage and to improve the quality of teaching and learning.
- **The governance of the school:**
 - The governing body knows the school well because of the information they receive and from regular visits to the school. This enables them to check regularly the school's performance, including the quality of teaching and data regarding the rate of pupil progress. As a result, they effectively challenge and support school leaders at all levels. They understand the connection between the quality of work that staff do and the arrangements for pay progression and use these systems well to reward good teaching and tackle any underperformance. The governing body has a good knowledge of the school's finances and ensure that funding for those eligible for the pupil premium is effectively allocated. This includes providing additional staffing and resources to help improve the literacy and mathematical skills of pupils who are at risk of falling behind. Safeguarding policies and procedures meet the statutory 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

Unique reference number	119460
Local authority	Lancashire
Inspection number	412286

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	181
Appropriate authority	The governing body
Chair	Father David Arnold
Headteacher	Mr Richard Roberts
Date of previous school inspection	18 November 2009
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