

# Kirkland and Catterall St Helen's Church of England Voluntary Aided Primary School

The Green, Churchtown, Garstang, Preston, PR3 0HS

**Inspection dates** 3–4 October 2013

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

## Summary of key findings for parents and pupils

### This is a good school.

- All groups of pupils make at least good progress and achieve well throughout the school. They achieve standards that are consistently above average.
- Teaching and learning are consistently good, and some teaching is outstanding. Teachers have high expectations and teach lessons that lead to pupils' at least good progress.
- Disabled pupils, those with special educational needs and pupils eligible for the pupil premium, achieve as well as other pupils because work is carefully planned to meet their needs and they are well supported.
- Pupils are proud of their school, and are very keen to learn. They say that they are well cared for and feel very safe.
- Pupils' behaviour is outstanding. They behave very well in lessons and around the school. They get on extremely well together and have excellent relationships with their teachers.
- School leaders and governors have a very clear and accurate understanding of the strengths of the school and how it can further improve.
- Strong leadership by the headteacher and deputy headteacher has ensured good improvements in the quality of teaching and pupils' achievement in the past year.
- The school has an enriched curriculum that highly involves and interests all pupils and contributes to their excellent spiritual, moral, social and cultural development.
- Parents are very supportive of the school.

### It is not yet an outstanding school because

- Teachers do not always ensure that all pupils, particularly the most able, are consistently challenged to reach the highest levels and make the best possible progress.
- Teachers do not always ask questions that lead to pupils having a deeper understanding of their work.
- Achievement in writing is not as strong as in reading and mathematics, especially for boys.
- Teachers have too few opportunities to share outstanding practice across the school or to observe outstanding teaching in other schools.

## Information about this inspection

- The inspector observed seven lessons or part lessons taught by six teachers, including one that was observed jointly with the headteacher. Short visits were made to three other lessons. The inspector also listened to pupils read and visited a school assembly.
- Meetings were held with school leaders and managers and with three governors, including the Chair of the Governing Body. The inspector also met a representative from the local authority, and spoke informally to a group of parents.
- Discussions were held with a group of pupils and the inspector spoke informally to other pupils in lessons and during break and lunchtime.
- The inspector looked at the work pupils were doing in lessons and in their books over time. He listened to pupils in Year 2 read and talked to them about their enjoyment of reading.
- The inspector observed the school's work and looked at a number of documents, including the school improvement plan, data on pupils' current progress, work in pupils' books, minutes of the governing body meetings and records relating to behaviour, attendance and safeguarding.
- The inspector took account of 42 responses to the online questionnaire (Parent View) and 23 responses to the staff questionnaire.

## Inspection team

Robert Birtwell, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average-sized primary school.
- Pupils are taught in five mixed year group classes from Reception to Year 6.
- All pupils are from White British backgrounds.
- The proportion of pupils known to be eligible for the pupil premium (funding for pupils known to be eligible for free school meals, children looked after by the local authority and children from service families) is well below average.
- The proportion of disabled pupils and those with special educational needs who are supported at school action is below average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- The headteacher and deputy headteacher joined the school in September 2012.
- 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?

- Raise achievement so that a greater proportion of pupils make more than expected progress by:
  - ensuring that work is always matched closely to all pupils' needs, particularly the most able pupils, so that they are consistently challenged to reach the highest levels and make the best possible progress
  - improving pupils' attainment and progress in writing so that they match those in reading and mathematics, especially for boys.
- Improve the proportion of outstanding teaching by:
  - making sure that teachers always ask questions that deepen pupils' understanding as well as reinforcing their knowledge
  - sharing existing outstanding practice more widely across the school and providing more opportunities for teachers to observe outstanding teaching in other schools.

## Inspection judgements

### The achievement of pupils is good

- Children join the Reception class with knowledge and skills that are generally above those expected for their age. Strong teaching and excellent care ensure that they settle quickly and make good progress across all areas of learning.
- Pupils make good progress during Key Stage 1. At the end of Year 2, standards in reading, writing and mathematics are above the national average.
- Pupils continue to make good progress throughout Key Stage 2. Standards in all subjects have been significantly above average for four of the last five years. Although they fell slightly in 2012, results for 2013 show a strong improvement, especially in mathematics. The proportion of pupils who made at least expected progress was above average in reading, writing and mathematics. The proportion who made more than expected progress was around the average in reading and writing, but over three-quarters of pupils made more than expected progress in mathematics.
- The school's detailed analysis shows that pupils in all year groups, including those who are disabled or have special educational needs, are making good progress whatever their starting points. This is supported by inspection evidence from lesson observations and work in pupils' books.
- Pupils make rapid progress in reading because it is well taught and effectively promoted throughout the school. They have regular opportunities to read, and skilled teachers and teaching assistants make sure that pupils have a good knowledge of phonics (letters and the sounds they make). The proportion of pupils who reached the expected standard in the Year 1 national phonics check in 2013 was well above average.
- Since the previous inspection, there has been a focus on improving pupils' achievement in writing. Pupils have many opportunities to write in a range of styles in different subjects. Better teaching has led to a rise in pupils' attainment and progress. However, whilst pupils make good progress in writing, they do not do quite as well as in reading and mathematics, especially boys.
- Pupils' basic skills in mathematics are very secure, and they apply and use these skills effectively. As a result, they make at least good progress in mathematics across the school.
- Very few pupils are eligible for the pupil premium in each year group but their progress is carefully and individually checked. They are well supported and their achievement matches that of other pupils. Any comparison between the attainment of pupils known to be eligible for free school meals and that of other pupils in the school would be statistically unreliable because of the small numbers in the school.
- Disabled pupils and those with special educational needs make good progress. Their needs are accurately identified and they receive high quality support and so they achieve as well as other pupils.

### The quality of teaching is good

- Teaching is consistently good across the school, with an increasing proportion that is outstanding. Pupils made at least good progress in all the lessons seen during the inspection, and work in pupils' books shows that teaching has been good over time and has improved.
- Teachers know pupils well and have high expectations. They plan lessons that motivate and involve pupils in their learning, and use praise effectively. As a result, pupils enjoy lessons, have very positive attitudes to learning and are keen to do well.
- In the best lessons where pupils progress most rapidly, imaginative tasks are carefully matched to the needs and abilities of all pupils and there is a good pace and challenge to learning.
- In a mathematics lesson, for example, pupils worked confidently and enthusiastically to apply their knowledge and understanding to dealing with very large numbers. Different groups of

pupils had different tasks, and there was a good balance of independent and group learning. The teacher used prompts and questions very skilfully to ensure that all pupils were challenged. As a result, they greatly enjoyed the lesson and made outstanding progress.

- In other lessons, teachers tend to ask questions that test and reinforce pupils' knowledge rather than deepen their understanding, and work is not always matched closely enough to pupils' different needs and abilities. The most able pupils in particular are not always given work which is challenging enough. In these lessons, the pace of learning is slower and pupils do not have enough opportunity to reach the highest levels and make the best possible progress.
- Pupils' books show a good quantity of work covering all subjects. Teachers' marking has improved, and there is a good balance of praise and suggestions for improvement. As a result, pupils know how well they are doing and what they need to do to improve. They have 'dedicated improvement time' every morning when they can respond to teachers' comments and suggestions.
- Teachers and teaching assistants work closely together. They use a range of strategies to deal with any slower progress. Pupils who need extra support receive it, either in lessons or in individual or small-group sessions, which enables them to make the same good progress as others in the school.
- Whilst teaching is consistently good across the school, there are missed opportunities for teachers to share existing outstanding practice within the school, and to observe outstanding teaching in other schools.

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

- Behaviour in lessons and around the school is excellent. Pupils are very thoughtful and polite, and show great courtesy to staff and visitors. They get on very well with each other and have excellent relationships with their teachers. This has a very positive impact on the climate for learning and the caring ethos which is evident throughout the school.
- Pupils have excellent attitudes to learning. They are keen to do well and settle quickly and enthusiastically to work they are set. They respond very well to requests and questions. As a result, they greatly enjoy coming to school and show great pride in it. Attendance is high and persistent absence is very low.
- Pupils say that they are very well cared for and feel completely safe in school. They have a good understanding of how to keep themselves safe in different situations, including when using the internet. They have a good understanding of the different forms bullying can take, but say that it is very rare in school. Pupils say that they would actively try to stop any bullying, and are entirely confident that the school would sort it out quickly if it happened.
- The overwhelming majority of parents agree that their children feel safe at school, and responses to the staff questionnaire were unanimous in agreeing strongly about pupils' safety and good behaviour.
- The school's behaviour records show that there are very few instances of poor behaviour, and that these are managed effectively when they do happen. They confirm that the excellent behaviour seen during the inspection is typical.

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

- School leaders and managers, including governors, have very high expectations for the school. There is a very strong and clear ethos, ambition and commitment to improvement. This is shared by all staff and they work very closely to support each other. The school is a very cohesive community which is improving steadily. All staff say that they feel valued and know what the school is trying to achieve.
- The school has a very clear picture of what it does well and where it can improve further. The

school improvement plan is very clearly focused on further improving teaching and raising achievement and the key priorities are well understood and shared by all staff and governors.

- The headteacher provides inspirational and principled leadership, and is very well supported by the deputy headteacher. Since their arrival in September 2012, there has been a relentless drive to improve the quality of teaching and raise pupils' achievement. Much time has been spent supporting, coaching and mentoring teachers. Any weaker teaching has been eradicated and all teaching is now at least good, and an increasing proportion is outstanding. As a result, pupils' achievement rose strongly at both Key Stage 1 and Key Stage 2 last year.
- An improved system of tracking is used very effectively in pupils' progress meetings, so that any weaknesses in pupils' progress are quickly identified and dealt with well. As a result, all pupils, including those eligible for the pupil premium and those who are disabled or have special educational needs are making at least good progress.
- Information about pupils' progress is used to set targets for both pupils and teachers. All teachers have targets related to pupils' performance, and these are taken in to account when making decisions about teachers' pay.
- The school is the leader in initiating a more creative curriculum involving two other local schools. The school's curriculum has been reorganised around a whole-school series of topics. It is well matched to pupils' needs and promotes extremely positive behaviour. It involves, interests and challenges pupils in their learning, and encourages problem solving and creative thinking. A wide range of well-supported activities and clubs add enrichment, as well as the special events, trips and visits.
- Pupils' spiritual, moral, social and cultural awareness are excellent, and are successfully promoted across the school. This is highlighted by strong church links, and a very clear focus on social and moral issues. The school has established links with a school in Sri Lanka to raise pupils' cultural and global awareness and understanding. As a result, pupils are kind, reflective and responsible, and they reflect the school's commitment to equality of opportunity.
- The school is using the new Primary School Sport funding to improve the quality of the teaching of physical education in the school by bringing in specialist teachers from a local secondary school to teach lessons and train staff, and to broaden the range of sports activities provided by the school.
- The local authority has provided light touch but effective support for this successful and improving school.
- **The governance of the school:**
  - The governing body is very effective in carrying out its responsibilities. Governors are provided with detailed information by the headteacher about all aspects of the school's performance, including pupils' progress and the quality of teaching. They use this information well and have a clear understanding of the school's strengths, as well as high expectations for further improvement. Whilst governors are very supportive of the school they clearly hold it to account by asking penetrating questions and providing robust challenge when necessary. They ensure that pupils' performance is taken into account when making decisions about teachers' pay. They know how the pupil premium funding is allocated and the impact it is having, and they make sure that the school's finances are well managed. They ensure that the school meets all its statutory duties, including those related to safeguarding.

## 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>	119361
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	426255

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>	142
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Andrew Wilkinson
<b>Headteacher</b>	Mark Hamblett
<b>Date of previous school inspection</b>	15 October 2008
<b>Telephone number</b>	01995 603050
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