

# Kirkham and Wesham Primary School

Nelson Street, Preston, Lancashire, PR4 2JP

**Inspection dates** 23–24 October 2013

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Good</b>	<b>2</b>
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.

- From starting points below those typically expected when starting school, pupils now make good progress.
- By the end of Year 2 and Year 6, standards attained in reading, writing and mathematics are improving.
- Teaching is usually good and there are examples of outstanding teaching.
- During the inspection, pupils' behaviour in and around the school was good and school records show that this is typical.
- Pupils have a positive attitude toward learning; they enjoy school and value the staff and each other.
- Pupils feel safe in school because they know that they are well cared for.
- Attendance is above average.
- The curriculum meets the needs of pupils well and there is an effective programme for promoting pupils' spiritual, moral, social and cultural development. Consequently, pupils are considerate and respectful towards adults and each other.
- The headteacher is ambitious for the school and is successfully driving forward school improvement. She is well supported by her senior leadership team, staff and a highly committed, well-informed governing body. Together they are maintaining the quality of teaching and working to improve pupils' progress still further.

### It is not yet an outstanding school because

- There is not enough outstanding teaching in the school.
- Pupils do not always have enough time to explain and discuss their ideas together so that they can work things out for themselves.
- There are too few opportunities for pupils to check their own work and the work of their classmates.
- Targets set for pupils' progress in teachers' appraisal objectives are not always high enough.
- Leaders do not make full use of the school's assessment system to check the progress of different groups of pupils across the school.

## Information about this inspection

- The inspectors observed 12 parts of lessons, sessions taken by teaching assistants and listened to pupils reading.
- Meetings were held with groups of pupils, members of the governing body, a representative of the local authority and school staff.
- Inspectors took account of 30 responses to the on-line questionnaire (Parent View) as well as one letter from a parent and responses to parental and staff questionnaires distributed very recently by the school.
- A range of documents, including the school's analysis of how well it is doing, the school development plan, information about pupils' progress, checks on the quality of teaching, minutes of governing body meetings and records relating to attendance and safeguarding were considered by inspectors. They also examined work in pupils' books.

## Inspection team

Louise Murphy, Lead inspector

Additional Inspector

Elaine Maloney

Additional Inspector

## Full report

### Information about this school

- Kirkham and Wesham Primary School is slightly smaller than most primary schools.
- The proportion of pupils known to be eligible for the pupil premium is similar to the national level. (The pupil premium is additional funding provided for those pupils who are known to be eligible for free school meals, children from services families and those children that are looked after.)
- The proportion of pupils from minority ethnic groups who attend the school is below average.
- The proportion of pupils who speak English as an additional language is below average. However, the number of pupils at the early stages of learning English is rapidly increasing.
- The proportion of pupils supported through school action is similar to national levels, as is the proportion of pupils supported at school action plus or with a statement of special educational needs.
- There is an increasing proportion of pupils joining the school at times other than the expected.
- The school meets the government's current floor standards, which are the minimum expected for pupils' attainment and progress.

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

- Increase the proportion of teaching that is outstanding in order to raise attainment and achievement even further by making sure that:
  - teachers always give pupils the time that they need to think for themselves and opportunities to explain their working or thinking to other pupils
  - pupils are given regular opportunities to look at their own and each other's work to help improve it.
- Improve the effectiveness of the school's leadership by:
  - further developing systems for checking on the progress of groups of pupils so that information is more readily available and can be analysed and quickly acted upon when necessary
  - making sure that the targets set out in teacher appraisal documents are always sufficiently ambitious to support rapid pupil progress.

## Inspection judgements

### The achievement of pupils is good

- Children start Reception class with a range of skills and knowledge that vary considerably year on year but are generally below those typically expected for their age. They make good progress during the Reception year because of teaching that is very well matched to the learning needs and interests of the children. They then join Year 1 well prepared for more formal learning.
- Attainment at the end of Key Stage 1 is broadly average in reading, writing and mathematics. This shows progress that is good relative to pupils' variable starting points.
- Unconfirmed data from the national 2013 Year 6 tests shows attainment is improving in reading, writing and mathematics and school records indicate that this is set to continue.
- In 2013 tests a higher proportion of pupils made expected progress across Key Stage 2 in reading, writing and mathematics when compared to previous years. Moreover, the proportion of pupils making better than expected progress in writing and mathematics compared favourably with national levels.
- Younger pupils are taught phonics (matching letters to the sounds they make) effectively and did very well in the Year 1 phonics check. However, the school recognised that more needed to be done to improve and encourage reading further up the school. As a result of the actions put into place, a higher proportion of pupils are now reaching the nationally expected level at the end of Key Stages 1 and 2.
- The school provides appropriate support for the most-able pupils, disabled pupils and those with special educational needs, and pupils from minority ethnic backgrounds including pupils at the very early stages of speaking English. Pupils from these groups are learning well and make good progress.
- The increasing number of pupils who join the school at times other than the expected, including pupils joining in Year 6, are making good progress from their starting points. Although the school has taken effective action to support such pupils, because they have not benefitted from the earlier learning experiences provided, sometimes they do not attain as well as other pupils. This means that, despite pupils making good progress, attainment at the end of Year 6 is broadly average in reading, writing and mathematics.
- Pupils who are eligible for the pupil premium funding make good progress. In Year 6 in 2013, the attainment of pupils known to be eligible for free school meals was approximately two terms behind other Year 6 pupils. School data show that across the school the achievement gaps between eligible pupils and others are closing. This confirms the school's commitment to equality of opportunity.

### The quality of teaching is good

- A sharp focus on raising the quality of teaching has brought about improvements in pupils' achievement. Almost all lessons observed during the inspection were good and there was some outstanding teaching. Inspection evidence, including the work in pupils' books, shows that the quality of teaching over time is typically good.
- In one Year 1 lesson, pupils worked in pairs to write a seasonal poem. As they helped each other to improve their work, one said to another, 'it is white skelingtons, not wit scelingtons.' A valid improvement when the author and critic are only six. Other pupils helped themselves by looking for words on the classroom walls to help with their spelling. With this level of involvement, pupils made outstanding progress.
- In some lessons pupils wait for adult support; they do not independently discuss their problems or ideas with their classmates. This limits opportunities for pupils to reflect on their learning, share their thoughts and deepen their understanding.
- The teaching of reading has improved. New books have been purchased, additional training for staff to support the development of reading has been put in place and additional opportunities

for pupils to read have been incorporated into the school day. As a result, pupils are making more rapid progress with their reading.

- The teaching of mathematics has been enhanced by increasing the use of practical resources, providing further opportunities for pupils to practise basic skills and developing teacher and teaching assistant subject knowledge.
- Teachers mark pupils' books regularly; they celebrate what pupils do well and provide good guidance to pupils on how to improve. However, pupils do not always get the opportunity to assess how well they are doing themselves or to comment upon the work of their friends. This limits opportunities for pupils to think more carefully about how well they understand their learning.
- Lessons move on at a swift pace and are well planned. Teachers pay close attention to pupil assessment data and provide a range of activities that are well matched to the different learning needs of pupils. They also make sure that pupils practise their literacy and mathematical skills across other subjects. What is more, good subject knowledge enables staff to question pupils skilfully and assess and extend their level of understanding.
- Teachers and teaching assistants work successfully together and provide focused tasks for any pupils with additional needs. A wide range of extremely effective small group and one-to-one sessions are carefully planned and delivered to meet the needs of these pupils.

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

- Pupils at Kirkham and Wesham are proud of their school; they are keen to learn and relentlessly polite. Staff say that behaviour is good, pupils say that it is 'incredible'. Behaviour was good in and around the school during the inspection and records show that this is typical. The very small number of pupils in school who sometimes find it difficult to manage their own behaviour are very well supported and there is no disruption to learning.
- Pupils say that they feel very safe in school because adults care for them well and 'everyone is helpful and friendly'. They can explain different forms of bullying and the difference between bullying and falling out. Pupils agree that there is no bullying and that, if there were, adults would swiftly and effectively sort out any problems.
- The school provides opportunities for pupils to develop a sense of responsibility from a very early age. Year 1 pupils act as buddies to the new Reception pupils to help them settle quickly into school.
- Older pupils are voted onto the school council and plan activities to raise money which they donate to charities and use to buy equipment for the school. Pupils are particularly pleased with the boys' toilet refurbishment and the bench painting that they have contributed toward.
- During Fairtrade fortnight the active eco-committee conducted a recycling survey at a local supermarket which helped to remind the community of the importance of looking after the environment.
- There are times when pupils sit, often with their hand up, waiting for an adult to come to help them. This distracts them from their learning and wastes time.
- The proportion of pupils engaging in sporting activities is increasing because they are encouraged to take part in sports to help them stay healthy and promote well-being. In 2013-14 the primary school sport funding is allocated towards buying in support from external coaches. This is to help improve the skills of staff and pupils so that additional sporting activities can be provided throughout and beyond the school day.
- Attendance is above average which reflects the pupils' highly positive attitudes to school.

### **The leadership and management are good**

- The headteacher is clearly focused on continuing to improve the school; she is well supported by senior leaders, staff and governors. Standards are getting better because of the effective actions

taken by the school, including appropriate staff training and focused support for individual pupils. This shows that the school is able to continue to improve.

- The development plan identifies actions to support continued improvement. The document which shows how well the school is doing is accurate because it is based on careful examination of the school's work.
- Regular checks are made on the quality of teaching by all school leaders. The highly committed staff share good practice and work together well. Although there is a meticulous teacher appraisal system in place, targets set for pupil progress within this process are not always high enough to promote pupils' more rapid progress.
- School data shows clearly how well individual pupils are progressing across the school. However, it does not permit information about specific groups of pupils to be easily accessed. This sometimes restricts the ability of leaders to quickly assess the progress of groups and to intervene rapidly when necessary.
- The curriculum is well planned and provides pupils with interesting experiences. It is enriched by a range of experiences including visits and visitors. Pupils' spiritual, moral, social and cultural development is given good attention. Increased opportunities to develop drawing and sculpting skills, learn musical instruments and join the successful school choir intensify pupils' cultural development.
- The local authority provides light touch support for this good school.
- Statutory duties, including safeguarding, meet requirements.
- **The governance of the school:**
  - Governors are highly supportive of the school. They know its strengths and priorities, including about the quality of teaching, because they visit school regularly and receive accurate reports from school leaders. Governors attend training and they understand data about pupils' progress which enables them to challenge school leaders effectively. The governing body has agreed to increase spending on staff to support pupils known to be eligible for pupil premium funding. They are aware of the progress of eligible pupils and know that their spending is increasingly effective. Governors understand the link between the quality of teaching and pupils' progress and make sure that teachers' progression through the pay scale is linked to how effective they are.

## 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>	119145
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	426287

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	198
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Michael Moore
<b>Headteacher</b>	Rhiannon Jones
<b>Date of previous school inspection</b>	15 September 2010
<b>Telephone number</b>	01772 682866
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