

# Bilsborrow John Cross Church of England Primary School

Garstang Road, Bilsborrow, Preston, Lancashire, PR3 0RE

**Inspection dates** 6 November 2013

|                                |                      |              |          |
|--------------------------------|----------------------|--------------|----------|
| <b>Overall effectiveness</b>   | Previous inspection: | Satisfactory | 3        |
|                                | 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.

- It is rapidly improving. Pupils achieve well and continue to do better. The oldest are on track to leave school in 2014 having attained above average standards in reading, writing and mathematics.
- Children make good progress in the Early Years Foundation Stage and are confident learners when they enter Year 1.
- Pupils enjoy reading because it is well taught. As a result, pupils achieve well and reach well above average standards in reading.
- Teaching is well organised and teachers' good questioning ensures pupils are fully involved in their learning. Many of the teaching assistants offer high quality support for pupils.
- The school promotes pupils' spiritual, moral, social and cultural development extremely well. Behaviour is good and pupils feel safe and cared for.
- Parents are increasingly supportive. They strongly recommend other parents to consider sending their children here.
- The school has an exceptional executive headteacher who has the dedication, drive and energy to motivate staff and make sure the school keeps improving.
- Leaders and managers are making sure that the quality of teaching and pupils' learning continue to improve.
- Governors support the school and are more confident and effective in holding the school's leaders to account for its performance.

### It is not yet an outstanding school because

- There is not enough outstanding teaching to ensure that all pupils achieve their potential.
- In some lessons, teachers do not allow pupils to work at length without their guidance. As a result, pupils are not given enough responsibility to work things out for themselves.
- Pupils do not have enough opportunities to practise their writing skills, such as to write at length, particularly when they are working in subjects other than English.

## Information about this inspection

- The inspectors observed 20 part-lessons, one jointly with the headteacher. In addition, the inspectors made a few short visits to observe pupils' learning and listened to some pupils read.
- Meetings were held with the headteacher, senior leaders and managers, staff, the Chair of the Governing Body, a local authority representative, a small proportion of parents and some pupils.
- The inspectors observed the work of the school and looked at a number of documents, including: the school's own information about pupils' progress; planning and monitoring of teaching and learning; safeguarding information and pupils' work.
- The inspectors took account of 18 responses to the online questionnaire (Parent View) in planning the inspection and had discussions with parents at the start of the school day to ascertain their views of the school.
- Inspectors took account of 11 responses from staff to the inspection questionnaire.

## Inspection team

Andrew Morley, Lead inspector

Additional Inspector

Christine Potter

Additional Inspector

## Full report

### Information about this school

- This is a smaller than average sized primary school.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is also below average.
- The proportion of pupils known to be eligible for support through the pupil premium is below average. The pupil premium is additional funding provided for pupils known to be eligible for free school meals, children from service families and children who are looked after by the local authority. In this school, it is nearly always for those known to be eligible for free school meals, and then only applicable to one or two pupils.
- The proportion of pupils from a minority ethnic background is very small.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress.
- The executive headteacher, at the request of the local authority, has supported the school since the last inspection and this was made permanent from February 2013.

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

- Further improve the quality of teaching by consistently:
  - raising the pace of learning in all lessons
  - ensuring that pupils are given a longer time in lessons to engage with the tasks set for them
  - making pupils aware of their responsibility to improve their work
  - making sure that pupils read the high quality comments that teachers make about their work and act upon them.
- Improve the teaching of writing so that pupils achieve as well in writing as they do in reading and mathematics by:
  - ensuring that the full range of higher-order writing skills are taught systematically
  - making sure that all teachers identify every way to enhance how all pupils, including the most able, use and apply writing principles and skills
  - ensuring the writing targets that teachers set are precisely matched to the skills that individual pupils need to learn next
  - focusing on the most able writers so that they achieve the higher Levels 5 and 6 by the end of Key Stage 2.

## Inspection judgements

### The achievement of pupils is good

- Children start school with a varied range of skills but these are broadly typical for children of their age. They make good progress from their individual starting points so that pupils' attainment, by the time they leave Year 6, is above average in reading, writing and mathematics.
- Good achievement is evident in the Early Years Foundation Stage. At the end of the Reception Year, children's levels of skills and understanding in all areas are often above those expected for their age, especially their communication and literacy skills. School data and inspection evidence show that this continues to be the case for children in the Reception class this year. In the Reception class, children engage particularly well in their learning because of the wonderful range of resources and an extremely ordered atmosphere.
- Historically, Key Stage 1 has been a consistent strength and pupils continue to make good progress. They are reaching standards that are above average in writing and mathematics, and well above average in reading by the end of Year 2.
- At Key Stage 2, past attainment has been variable, as a result of the small number of pupils in each age range and the potential of the performance of a single pupil to distort overall outcomes. The progress of pupils has been good over time.
- There has been rapid improvement so that pupils now achieve consistently well across Key Stage 2. Data show that all are on track to attain at least the national average in reading, writing and mathematics and many to exceed that level. Most are on track to attain above average standards in reading and a majority to attain above average standards in mathematics.
- Pupils develop their writing skills well but not enough are achieving the higher levels by the time they leave Year 6. Higher-order skills are not taught sequentially and pupils do not use and apply these skills often enough in 'real-life' contexts or in subjects other than English.
- Achievement in reading is outstanding. From an early age, pupils are encouraged to link letters to sounds and, for the last two years, all pupils at the end of Year 1 have exceeded national expectations in their ability to do so.
- The very small number of pupils who are eligible for support through the pupil premium, including those who are known to be eligible for free school meals, make similar progress and reach similar standards to other pupils in the school in English and in mathematics.
- Disabled pupils and those with special educational needs make overall rates of progress that are similar to their peers and some, including pupils with a statement of special educational needs, make outstanding progress because support is accurately matched to their needs. This contributes well to the school's commitment to the promotion of equal opportunities.

### The quality of teaching is good

- The school's motto of 'believe and achieve' is now evident in each classroom and good teaching is ensuring that pupils are increasingly achieving their potential.
- Lessons seen by inspectors showed consistently good teaching, with a few examples of outstanding practice. The school's records also show consistently good teaching, which reflects the strengths in staffing. The recent, flexible deployment of staff across the year groups has strengthened relationships between pupils and staff and has enabled better planning for progress between classes and year groups.
- Teaching in the Reception Year is good and is improving rapidly. There is a passion about it that involves these young children and encourages them to learn. When children were exploring materials to build a house, the first-class resources to support learning ensured that the children were able to explore and develop key skills in a practical way. Resources to support learning were of high quality in all lessons.

- Teaching is enhanced by detailed planning and well-organised learning opportunities for pupils. This was evident in an exceptionally good mathematics lesson, in which Key Stage 2 pupils were set tasks that challenged their mathematical understanding. Different year groups were set different challenges and, within year groups, pupils of different abilities made good progress.
- Teachers' subject knowledge and high-quality questioning provide good challenge for pupils. In Key Stage 2, a teacher was very skilled in how, and when, she questioned pupils as they explored character profiles in an English lesson. This motivated pupils who were eager to share their ideas and develop their thinking.
- Teachers make the most of opportunities to reinforce key reading and numeracy skills. A structured approach to developing spelling, grammar and punctuation is helping many pupils develop a deeper understanding of these essential literacy skills. However, similar opportunities are not provided for pupils to develop the full range of their writing skills, particularly for some of the most-able pupils.
- Too often, teachers spend too long in introducing tasks and do not provide enough time for pupils to complete activities. Sometimes, this results in some pupils losing concentration for parts of lessons and not being aware of their responsibility and contribution to improving their work.
- Teachers mark work regularly and provide excellent guidance to pupils on how they can improve their work. Although there were some very good examples of pupils responding to such guidance, this is not consistent across the school. While teachers set targets for pupils, these are not consistently precise, particularly in writing.
- Helpers in classrooms are well deployed. Some are parents, others volunteers and a few are teaching assistants. Teachers manage these valuable resources well, often to help pupils who, for one reason or another, need extra help.

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

- Pupils' good behaviour has been maintained since the previous inspection.
- Pupils' behaviour around school and in lessons shows impressive levels of manners, respect and maturity. Pupils are confident and articulate and their relationships with adults and with each other reflect their high levels of social and moral development.
- Pupils are fully aware of the different types of bullying and say that bullying is rare. They are fully confident that it is always taken seriously and dealt with immediately. Pupils say that behaviour is of a high standard and describe it as 'really good' and 'amazing'. Any rare incidents of bad behaviour are fully investigated and the overwhelming majority of parents agree that the school makes sure pupils are very well behaved.
- Pupils feel very safe in school and can identify unsafe situations, including the use of the internet. This is because safety issues are addressed through lessons and visitors who come to the school to talk about, for example, staying safe on the roads and fire safety.
- Pupils were very appreciative of the e-safety talk given by local police. Pupils described in detail how to stay safe online. The school's focus on e-safety reflects an increasing use of technology within lessons, and pupils' knowledge and confidence in staying safe online are impressive.
- Pupils contribute very well to school life through their various responsibilities and the older pupils play well and take care of the younger children at playtimes and around school.
- While behaviour in lessons is generally good, on occasions pupils can be distracted and lose concentration when teaching is less engaging.
- Attendance is consistently above average. Pupils express clearly the importance of regular attendance and are keen to achieve the rewards for high attendance. Any absence is followed up rigorously.
- The school has a continual focus on well-being and personal development, and uses a range of approaches in assemblies and lessons to ensure pupils maintain a high level of understanding of their own conduct.
- The before- and after-school provision managed by the school provides a good environment for

pupils, who enjoy the good quality care they receive there.

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

- The dedicated and highly effective leadership of the executive headteacher has helped to transform this school; she is determined that it will become an outstanding school.
- There is clear and purposeful leadership and staff have clear roles and expectations. They have successfully improved the school since the previous inspection. Teaching is now good and some is outstanding. Pupils now make at least good progress and standards continue to rise.
- Leaders and managers have a very clear view of what the school needs to do to improve. They accurately assess their own performance on a regular basis and make sure that staff from other schools and the local authority check and agree with their evaluations.
- The headteacher, alongside the school team, carefully and accurately tracks individual pupils' progress, including that of different groups of pupils. From these, staff can see the impact of specific measures and support in improving progress and where further improvements are needed.
- Performance management arrangements are linked appropriately to pupils' progress and teachers' increases in salary. Teachers do not pass the pay threshold until their teaching is shown to be effective at securing good rates of progress for the pupils they teach.
- The curriculum is organised well to meet the needs and aspirations of different groups of pupils. It is enriched by a variety of well-attended extra-curricular activities and visits to places of educational interest. The range of enrichment and residential visits that pupils experience, such as a trip to Winnarleigh Hall, is exemplary.
- Pupils' spiritual, moral, social and cultural development is promoted effectively. The school is involved in a range of charity work and the money raised from the Harvest Festival used to adopt a child in Kenya. This helps extend pupils' horizons and their appreciation of other cultures.
- The new Primary School Sport funding is used to provide swimming lessons for all Key Stage 2 pupils and for specialist sports coaches to deliver multi-skills sports days alongside school staff. Pupils and staff benefit from the extra professional development offered by specialist coaches as they extend teachers' skills.
- The school works successfully in partnership with others, including the local primary school cluster and Garstang Community Academy. Staff speak very positively about the joint training with Lea Endowed Primary School and its benefit in promoting pupils' learning.
- Links with the local community and church are strong. Pupils are taught about their community and are very active in leading and supporting community events.
- Parents are recommending this school to other parents because they feel increasingly well informed about how their children are getting on and that staff keep in touch with them.
- **The governance of the school:**
  - Governors have had to make difficult decisions about staffing and resources. Governors regularly involve themselves in school life. They are kept well aware of issues through perceptive reports from the executive headteacher. Governors know about the quality of teaching and the progress that pupils are making through a clear understanding of school data. Governors, with support from the local authority, keep a check on the performance of the headteacher and monitor how well effective teaching is recognised. The governing body as a whole makes sure that the school is a safe place for pupils and staff and that all safeguarding and statutory procedures are met. Governors are aware of how much funding the school receives through the pupil premium and the impact of this money.

## 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> | 119519     |
| <b>Local authority</b>         | Lancashire |
| <b>Inspection number</b>       | 426152     |

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

|  |   |
|--|---|
| <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> | 43                                      |
| <b>Appropriate authority</b>               | The governing body                      |
| <b>Chair</b>                               | Ian Brayshaw                            |
| <b>Headteacher</b>                         | Kath Middlemiss (Executive Headteacher) |
| <b>Date of previous school inspection</b>  | 5 January 2012                          |
| <b>Telephone number</b>                    | 01995 640505                            |
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