

Silverdale St John's Church of England Voluntary Aided Primary School

Emesgate Lane, Silverdale, Carnforth, Lancashire, LA5 0RF

Inspection dates 10–11 December 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	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.

- Pupils make good progress in reading, writing and mathematics across the school and attainment in these subjects is above national levels at the end of Key Stages 1 and 2.
- The quality of teaching is improving. It is now consistently good and some is outstanding.
- Pupils enjoy school and feel safe. They behave well in lessons and around the school.
- Pupils like their teachers and are respectful towards adults and one another.
- Pupils' spiritual, moral, social and cultural development is given good attention.
- The school curriculum is enriched by a range of trips and exciting after-school activities.
- The passionate, highly effective headteacher is well supported by staff and governors. She has very quickly created a strong team where staff work together well to improve pupils' learning.
- School leaders, including governors, are leading improvements to the quality of teaching and pupils' achievement. They have the expertise and determination to drive continued school improvement.

It is not yet an outstanding school because

- The quality of teaching is not yet outstanding.
- There are occasions when teachers keep the whole class together for too long. This prevents some pupils from getting on quickly enough with their own work.
- Standards of presentation are not consistently high and teachers do not always make sure that pupils have the time to correct their work.
- The outdoor accommodation for Early Years Foundation Stage children is unappealing, and resources require improvement.

Information about this inspection

- The inspector observed eight parts of lessons 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.
- The inspector took account of 17 responses to the on-line questionnaire (Parent View) as well as six responses to questionnaires completed by staff.
- A range of documents were considered, 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. The inspector also examined work in pupils' books.

Inspection team

Louise Murphy, Lead inspector

Additional Inspector

Full report

Information about this school

- Silverdale St John's Church of England Voluntary Aided Primary School is smaller than most primary schools.
- The proportion of pupils known to be eligible for the pupil premium is well below average. (The pupil premium is additional funding provided for pupils who are known to be eligible for free school meals, children from services families and children that are looked after by the local authority.)
- Most pupils are from a White British heritage and they all speak English as their first language.
- The proportion of pupils supported through school action is similar to national levels.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is well below the national average.
- Staff from within the school were promoted to the posts of headteacher and assistant headteacher in September 2013 and a newly qualified teacher joined the team.
- The school meets the government's current floor standard, which sets the minimum expectation for pupils' attainment and progress in English and mathematics by the end of Year 6.

What does the school need to do to improve further?

- Increase the proportion of teaching that is outstanding and in so doing drive pupils' progress at an even faster rate by making sure that:
 - teachers insist that all pupils' work is at a high level of presentation
 - pupils are always given time to correct and edit their work so that they can learn from their mistakes
 - teachers use assessment information well so that all parts of a lesson are well matched to the ability of all pupils in order for them to continue to learn as quickly as they can
 - pupils are given enough time in lessons to get on with their own work.
- Further improve the quality of the Early Years Foundation Stage outdoor area and the resources available.

Inspection judgements

The achievement of pupils

is good

- Children start Nursery and Reception classes with skills and knowledge that are typical for their age. They progress well across the Early Years Foundation Stage and are well prepared for the next stage of their learning in Year 1. This year, the proportion of pupils reaching a good level of development was above the national level, confirming their good progress.
- Attainment at the end of Key Stage 1 and Key Stage 2 shows an improving trend across the past three years and is above average in reading, writing and mathematics.
- At the end of Year 6, every pupil reached the nationally expected levels in reading and mathematics, and almost all pupils did so in writing. Most pupils reached the higher Level 5 in the three subjects.
- The 2013 test results showed overall good progress in reading, writing and mathematics. Pupils who reached the higher Level 3 at Key Stage 1 went on to attain at the higher threshold of Level 5 at the end of Key Stage 2. The school missed the deadline to enter pupils for Level 6 tests. This made it impossible for some pupils in the class to achieve more than expected progress in mathematics, although the school's own test results confirm that they attained at the higher Level 6.
- From the time pupils start school, there is a strong emphasis on reading and phonics (matching letters to the sounds that they make) is taught well. Pupils read fluently, with good expression to keep their audience interested, and speak enthusiastically about their favourite books and authors. Older pupils visit the community library with their younger friends, where 'reading buddies' benefit from reading together.
- Although the content of pupils' work is good, the presentation of their work is not of the same quality. Some pupils do not write in a joined script, which slows down their writing speed and mathematical images are sometimes inaccurate due to imprecise drawings.
- The most-able pupils make good progress overall and some make outstanding progress. A number of pupils are on track to attain Level 6 at the end of Year 6. By the end of Key Stage 2, the proportion of pupils reaching levels that are above average is increasing in reading, writing and mathematics.
- Disabled pupils and those who have special educational needs make good and sometimes outstanding progress because their needs are quickly identified and good support from teachers and teaching assistants helps them to achieve their individual learning targets.
- The exceptionally small numbers of pupils eligible for the pupil premium funding in the school mean it is not possible to make meaningful or secure comments about any gaps in their performance relative to that of their peers.

The quality of teaching

is good

- Inspection evidence, including lesson observations and work in pupils' books, shows that the quality of teaching of reading, writing and mathematics is usually good. School records show that there are instances of outstanding teaching across the school.
- Teaching in the Early Years Foundation Stage is good. The wide range of indoor activities supports children's development well. However, the uninviting outdoor accommodation is in need of refurbishment, and outdoor resources require improvement in order to boost children's learning further.
- In the best lessons, staff model what pupils have to do and provide a good range of resources to support learning. Pupils have ample opportunities to share their ideas and reflect on learning. Teachers question pupils carefully to deepen understanding and assess learning. Pupils are continually being asked to assess their own level of learning so that the teacher can intervene quickly when pupils are not sure about the work.

- There are a few times, however, when the teacher keeps the whole class together for too long during the introduction to the lesson. This slows the pace of learning for some pupils who could be getting on more quickly to work by themselves on tasks that provide the correct level of challenge. This is because teachers do not always use the school's comprehensive assessment information to plan introductions to lessons as well as they do for the group and individual activities.
- The teaching of reading, writing and mathematics has been improved by developing the subject knowledge of teachers and teaching assistants through training, peer support and the sharing of good practice.
- Teachers reliably take opportunities to promote English and mathematical understanding across other subjects. They are particularly successful in taking opportunities to develop pupils' skills through the use of the outdoor learning environment; for example, a classroom display shows the Key Stage 1 class discussing what they could hear, feel, smell and see in the forest area. Moreover, mathematical skills were developed through estimating and measuring the length of twigs and branches. The photographs show pupils absolutely thrilled during the learning experience.
- Teachers mark pupils' books regularly and consistently provide good written advice on how to improve work even more. However, they do not always make sure that pupils are given the time to do their corrections so that they can learn from their mistakes.
- Effective teamwork by teachers and skilled teaching assistants guarantees a high level of support for all groups of pupils.

The behaviour and safety of pupils

are good

- Pupils are very positive about their school. They show respect for one another and the adults around them. Pupils who spoke to inspectors said that they feel safe in school and parents unanimously agree that their children are safe and well looked after.
- Pupils know about different types of bullying and have a good understanding of the difference between bullying and falling out. They are confident that there is no bullying at school, and that should it occur, it would be dealt with quickly by an adult.
- The pupils appreciate the 'traffic lights' behaviour management system, introduced by the new headteacher. They believe that it helps them to reflect on their own behaviour, because if they unfortunately get to 'amber', they have to 'do something different'.
- During the inspection, pupils behaved well and school records confirm that this is typical. Occasionally, when parts of the lesson are not correctly matched to pupils' abilities, their attention drifts and they do not learn quickly enough.
- The school council arranges events to raise money to donate to those less fortunate and to buy equipment for the school. The recent times-table challenge enabled pupils to buy a range of new mathematical and science resources that they believe really help them with their work.
- The eco-council is helping to develop the highly valued outdoor learning environment. For example, members organise the sale of vegetables grown in school to fund the next harvest.
- The new primary school sport funding is allocated to working in partnership with local high schools to improve the skills of school staff so that they can teach sporting activities to a higher standard. It is already increasing pupil participation in a wider range of sporting activities, helping them to stay healthy and promoting their well-being.
- The school works with parents to improve punctuality and attendance. Pupils mostly arrive at school on time and attendance is similar to national levels.

The leadership and management

are good

- The new headteacher is highly ambitious for the school and has a very clear view of how successful it can be. She is well supported by an assistant headteacher, the highly cohesive staff

team and school governors. The quality of teaching, together with pupils' attainment and achievement, is improving.

- The school's analysis of how well it is doing is accurate because it is based on regular checks on the work that it does. It shows that all of the areas for improvement identified at the last inspection have been addressed. The school development plan sets out appropriate actions that will support continued school improvement.
- As this is a small school, the new senior leadership team take on a number of roles, though there are firm plans in place to delegate aspects of subject leadership to other members of staff in the near future. However, all staff are knowledgeable and realistic about strengths and priorities in their areas of responsibility. For example, the Early Years Foundation Stage teacher knows that the outdoor area and resources for this area need improvement.
- The system used to track pupils' progress is capably used to identify individual pupils that require additional support and as a basis for teachers' lesson planning.
- The quality of teaching and learning is regularly checked and the sharing of knowledge and good practice is prioritised by school leaders. Staff are well supported to develop their expertise by a programme of training that fits with school priorities and the developmental needs of each individual.
- The school provides a good curriculum which pupils enjoy, and it prepares them well for the next stage of their learning. Good provision for pupils to develop spiritual, moral, social and cultural awareness contributes effectively to their achievement.
- Leaders ensure that there is no discrimination. All pupils, regardless of background or need, have equal access to everything the school offers.
- The local authority provides an appropriate level of support for this good school.
- **The governance of the school:**
 - Governors are highly committed to the school and value its position at the heart of the local community. They are kept informed of the school's strengths and priorities through a range of reports and their regular visits to school. Governors readily engage in training to develop their skills and expertise further. They understand school performance data and this helps them to challenge and support the school appropriately. Governors know about the quality of teaching and understand that progression through teachers' pay scales must be linked to pupils' progress. The governing body checks on the impact of additional monies such as the primary school sport funding. They know that when necessary, the pupil premium funding must be allocated to narrow the achievement gap between pupils eligible for this grant and those who are not. Statutory duties, including financial and safeguarding requirements, are fulfilled.

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	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. 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.

School details

Unique reference number	119541
Local authority	Lancashire
Inspection number	428872

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	85
Appropriate authority	The governing body
Chair	Vicky Dyer
Headteacher	Joanne Easthope
Date of previous school inspection	27 March 2012
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