

# Inskip St Peter's Church of England Voluntary Aided School

Preston Road, Inskip, Preston, Lancashire, PR 4 0TT

**Inspection dates** 14 January 2014

<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		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Children start school in the Reception class with skills that are typical of those expected for their age. They get off to a good start in the Early Years Foundation Stage and make good progress.
- By the end of Year 6, individual pupils attain above-average standards. This represents good progress from their starting points.
- Pupils who have special educational needs and the most able pupils make good progress.
- Teaching is good and some is outstanding. Relationships between staff and pupils are very strong. Teachers expect pupils to do their best and use explanations and questioning well to promote good learning.
- Pupils feel very safe in the school's caring environment. They have positive attitudes to learning and want to do well for their teachers.
- Pupils enjoy school and this is reflected in high rates of attendance.
- Pupils' spiritual, moral, social and cultural development is well promoted by the school.
- The small leadership team, including governors, work well together for the good of the pupils. The school's checks on how well it is doing are accurate. Consequently, senior leaders know the strengths and areas for improvement very well.
- Inskip School is very much at the heart of the village and parents are very happy with the progress and the care that the school provides.

### It is not yet an outstanding school because

- There is not yet enough outstanding teaching in the school. In some lessons learning does not proceed quickly enough and teachers do not always provide appropriate work for the range of ability within each class or group.
- Pupils do not have enough opportunities to practise their literacy, reading, writing and mathematical skills across the curriculum.
- Pupils do not sufficiently use information and communication technology to support their learning.

## Information about this inspection

- The inspectors observed eight lessons.
- Inspectors observed pupils in lessons, at play, in assemblies, during lunch and as they moved around the school.
- Discussions were held with staff, the Chair and three members of the Governing Body, members of the school council and a representative of the local authority.
- A range of documentation was reviewed by the inspection team, including records of the monitoring of teaching and pupils' progress, the school's own view of its performance and the school-development plan. In addition, safeguarding documentation and reports from the school-improvement adviser were reviewed.
- The inspectors took account of the 10 responses to the online questionnaire (Parent View) and four responses to the staff questionnaire received during the inspection. Inspectors also spoke with a small number of parents.

## Inspection team

Andrew Morley, Lead inspector

Additional Inspector

Sheila O'Keefe

Additional Inspector

## Full report

### Information about this school

- Inskip is much smaller than the average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium is well-below average. The pupil premium is additional government funding provided for children in local authority care, for children from armed service families, and for children known to be eligible for free school meals.
- The proportion of pupils supported through school action is below average.
- The proportion supported by school action plus or with a statement of special educational needs is below average.
- Almost all pupils are of White British heritage.
- The school meets the current government floor standards, which set minimum expectations for attainment and progress.
- The school has gained a number of awards, including: Healthy Schools Status, Active and Quality Mark, and Eco School Green Flag.

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

- Further raise the overall quality of teaching so that it becomes outstanding by ensuring that:
  - all learning in lessons proceeds at a brisk pace throughout
  - teachers plan appropriately challenging work for all groups of pupils within each class or group
  - pupils have more opportunity to reflect and respond to comments made by their teachers about their work
  - teachers provide pupils with more opportunities to use and apply their reading, writing and mathematical skills across the curriculum
  - pupils use information and communication technology more regularly to support learning.

## Inspection judgements

### The achievement of pupils is good

- Pupils' achievement from their attainment on entry, which is typical of what is expected for their age, is good. They make good progress and attain above-average standards in English and mathematics by the end of Year 6.
- Children make a good start in the Early Years Foundation Stage, settling in quickly and showing enjoyment in all they do. They work and play well together, taking turns and sharing fairly. Children grow in confidence and are willing to make choices for themselves.
- In Years 1 to 6, pupils tackle their activities with enthusiasm and have good levels of concentration. They have positive attitudes and persevere when faced with difficulty.
- As the Early Years Foundation Stage is part of the Key Stage 1 class, pupils are confident in making the transition to Year 1 and continue to progress well in their learning. At the end of Key Stage 1, pupils are attaining above the national average in their reading, writing and mathematics.
- At Key Stage 2, past attainment has been variable in the published results 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 the pupils has been good over time.
- Pupils have secure mathematical calculation skills including quick mental recall. They are proficient in applying these skills to solve practical problems.
- Levels of presentation are generally good with pupils taking pride in their work.
- Pupils write imaginatively, using a variety of styles, such as poetry and narrative writing, to express their ideas. Pupils say they read often and talk enthusiastically about a wide range of books and authors. Pupils have a good knowledge of the sounds that letters make (phonics) and know how to 'break words down' when they are unsure about new vocabulary. Teachers work well in partnership with parents to improve further the quality of pupils' reading. The best readers are fluent and read with expression.
- There is no significant difference between the achievement and learning of different groups, with the most able pupils making good progress.
- A small number of pupils with special educational needs make good progress because of the well-targeted extra support they receive. Their individual needs are identified early and a variety of intervention programmes put into place to ensure they are met. This has been particularly successful in improving their reading skills.
- Pupils known to be eligible for the pupil premium make the same good progress as other pupils because funding is targeted effectively on raising their achievement. Numbers in each year group of pupils are small so that it is not possible to make comparisons with other groups.

### The quality of teaching is good

- Good and occasionally outstanding teaching ensures that all groups of pupils achieve well, including in English and mathematics. Teachers plan lessons and subjects with imaginative activities that excite and interest pupils.
- Good classroom management, coupled with teachers' high expectations of work and behaviour, ensures that teaching takes place in a purposeful and calm learning atmosphere. This makes a significant contribution to pupils' good progress.
- In the Early Years Foundation Stage adults take every opportunity to extend children's language and numeracy skills by regularly asking them about the things that they are doing.
- Teachers' subject knowledge is good. For example, in a Key Stage 2 class science lesson, pupils enjoyed investigating light and dark and made outstanding progress. The teachers asked questions skilfully in order to check pupils' understanding as the lessons progress.
- In the Key Stage 1 class pupils made good progress in a mathematics lesson. The teacher

ensured that pupils could develop their counting skills using a range of strategies. Once they had developed their counting skills by grouping pencils they then had to apply their thinking to a number line.

- Teachers have a clear focus on teaching pupils to read. Regular phonics sessions and guided reading activities for all age groups further support the development of pupils' reading skills and a love of books.
- Teachers make good use of 'talk partners' and 'group working' so that pupils can share ideas and learn from each other. This both develops their speaking and listening skills and promotes respect for the views of others.
- Teaching assistants are deployed well to ensure that the work given to those who have special educational needs, as well as to others who need extra help, is carefully sequenced so that all make good progress towards their learning targets.
- In most cases, teachers make very good use of the school's assessment data in order to set and review targets for pupils' learning and to plan well for their varying needs and abilities. In these lessons, pupils, including the most able, are provided with challenging tasks which motivate them well.
- A few lessons and evidence in pupils book show that, on occasions, the work set for the most and least able is too similar and is not sufficiently demanding for those pupils capable of working at higher levels. Occasionally, teachers allow the pace of learning to slow, frequently after a brisk introduction to the lesson.
- While there are links between different subjects pupils are not always given enough opportunity to use and apply their reading, writing and mathematical skills to support their learning across the curriculum. Similarly, opportunities to use information and communication technology confidently, such as in history and geography, are not always used to support learning.
- Although there are many good examples of effective marking of pupils' work, this is not consistent across the school.

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

- The school is a calm, friendly and well-ordered place in which to learn and work. Pupils say they find learning fun and are enthusiastic about their education.
- Pupils' behaviour is typically good both in the classroom, where they listen carefully, cooperate well and contribute eagerly, and around the school. This good behaviour has a positive impact on the good progress made in lessons. Pupils are clear about what the school expects of them because whole-school strategies for ensuring good behaviour are consistent in all classes.
- Pupils respond well to the strong spiritual, personal, moral and social guidance they receive. They develop positive attitudes to life and learning through the teaching of common values and expectations through assemblies and personal and social education. They have a clear sense of what is right and wrong and embrace new experiences enthusiastically. In assembly, for example, pupils are encouraged to think and reflect on moral and social issues in the world.
- Members of the active school council say that one of the best things about their school is that 'pupils help each other to learn'. Older pupils indicated that they enjoyed helping the younger children to manage their behaviour when engaging in sports. They also said that they like to work with children in the Reception classes and to help them settle into school.
- The school has good procedures for keeping pupils safe. Pupils have a good understanding of how to keep safe and describe the school as being 'very safe'. They are clear about seeking help for themselves and others should the need arise, and are confident that any issues that arise will be dealt with promptly and fairly.
- Pupils have a good understanding of the different forms of bullying they may encounter, including through internet sites, and say that bullying in school does not happen.
- Pupils all say they enjoy coming to school and this is reflected in their levels of attendance, which are high in comparison to the national average.
- Parents are very supportive of the school and a typical comment is, 'The school has a real family

atmosphere and my children are well cared for'.

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

- The leadership team work well together. The school evaluates its performance and ensures its action plan carefully matches its choice of priorities to the school's identified needs. Effective leadership ensures that actions have a clear impact on progress and teaching and have led to an improved and improving school. This demonstrates that the school can continue to improve.
- Staff are very well motivated and demonstrate a shared sense of responsibility for, and commitment to, the school's continued improvement.
- Leaders are aware of the need for more teaching to be consistently outstanding. They carefully track both pupils' progress and the quality of teaching, and use this information to ensure that planning for improvement is founded on good evidence and accurate data. Through effective performance management staff are held to account for pupils' progress.
- Pupils' progress is checked regularly and those who fall behind are given the help they need to catch up. Fully supported and monitored by the governing body, the school makes very effective use of funding, including a small amount derived from the pupil premium to support small-group and one-to-one work. This ensures that the small number of eligible pupils make good progress.
- Pupils' spiritual, moral, social and cultural development is promoted very effectively. The school's promotion of equality of opportunity in all its work is good. Leaders are constantly alert to any variation in achievement and searching for new ways to overcome any weaknesses and prevent any discrimination.
- The lively and creative curriculum is enhanced by a wide range of visits. Most recently, pupils have benefited from a visit to the National Coal Mining Museum and look forward to the residential at Hothersall Lodge. This helps to prepare pupils well for their next stage of education and contributes to their positive attitudes to 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.
- The school's very good links with a range of partners, including a number of other schools such as Broughton Business and Enterprise College, contribute significantly to improvements in pupils' well-being and achievement.
- Safeguarding systems in and around the school are rigorous and secure.
- The school uses its primary sport funding well to provide additional physical education lessons led by skilled sports coaches. This motivates pupils very well and is leading in turn to improved physical skills, health and well-being.
- Support from the local authority has been helpful to the school in checking its performance and in training for staff and governors.
- **The governance of the school:**
  - The governors work effectively to help identify issues and understand how the school is performing compared to other schools. Their support for the school has helped to create a secure and effective leadership structure to ensure continuous improvement in the school's effectiveness. Governors systematically challenge senior leaders and hold them accountable for the school's performance. This has supported improvements in the quality of teaching and pupils' achievements. Governors visit the school regularly and gain good first-hand knowledge of the impact of teachers' work. They use their knowledge and understanding of the school to set clear targets for the headteacher's and staff's performance. They ensure that teachers' pay rises are linked to the progress of their pupils. They have a good understanding of how different forms of funding, such as the pupil premium, are allocated, and its impact on the achievement of qualifying pupils.

## 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>	119531
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	431975

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>	30
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Calvin Howard
<b>Headteacher</b>	Jan Porter
<b>Date of previous school inspection</b>	28 June 2011
<b>Telephone number</b>	01772 690438
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