

Rishton St Peter and St Paul's Church of England Primary School

Arundel Street, Rishton, Blackburn, Lancashire, BB1 4DT

Inspection dates 22–23 May 2014

Overall effectiveness	Previous inspection:	Good	2
	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 achieve well and make good progress. Pupils start school with skills expected for their age and leave Key Stage 2 having reached above-average standards in reading, writing and mathematics.
- Teaching is good and some is outstanding. Well-planned lessons are lively and interesting, capturing pupils' enthusiasm and making them eager to learn.
- Teaching assistants support pupils well in their learning, including pupils who are disabled or have special educational needs.
- Pupils behave well in and around school. They are polite to adults and to each other and are proud of their school.
- The school provides a safe environment for pupils and they say they feel safe. They also know how to keep themselves safe in different situations.
- The school leaders have a clear understanding of the school's strengths and areas for improvement. They are committed to further improvement.
- Pupils' spiritual, moral, social and cultural development is a strength of the school and underpins all it does.

It is not yet an outstanding school because

- Teachers do not consistently use information about pupils' progress to plan work that challenges them.
- Pupils do not always use the good guidance provided by their teachers to improve their work and avoid repeated mistakes.
- Leaders, including governors, do not always focus on pupils' progress in carrying out their work to challenge staff and further raise achievement.

Information about this inspection

- Inspectors observed 13 lessons and considered a range of evidence, including the school's development plan and self-evaluation, policies on child protection and special educational needs, attendance records, governing body minutes and records relating to behaviour and safety.
- Inspectors analysed national data on pupils' achievement over the past three years and the school's own information on different groups. Inspectors looked at samples of pupils' work and listened to a number of pupils read from Year 2 and Year 6.
- Meetings were held with a group of pupils, the headteacher, the senior leadership team, the Early Years Foundation Stage leader, mathematics, literacy, special educational needs leader, the Chair and Vice Chair of the Governing Body and a representative from the local authority.
- Inspectors attended a school collective worship, and observed breaks and lunchtimes.
- Inspectors took into account the discussions held with some parents and 23 responses to Parent View, the online questionnaire. Inspectors took account of the views of staff in 15 questionnaires.

Inspection team

Andrew Morley, Lead inspector

Additional Inspector

Kirsty Haw

Additional Inspector

Full report

Information about this school

- Rishton St Peter and St Paul's Church of England is an average-size primary school.
- Children join the Early Years Foundation Stage full-time in Reception.
- The proportion of pupils eligible for the pupil premium, which provides additional funding for pupils eligible for free school meals and looked after children, is below average.
- The proportion of pupils from minority ethnic backgrounds is below average.
- The proportion of pupils who speak English as an additional language is below average.
The proportion of disabled pupils and those who have special educational needs supported through school action, school action plus or with a statement of special educational needs is average.
- A breakfast club is available to all children each morning.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching further to ensure that all groups of pupils achieve as much as they should by:
 - teachers consistently using the information the school has on pupils' current progress to plan work that ensures they are sufficiently challenged
 - pupils consistently using the good guidance provided by their teachers to improve their work, present it well and reduce repeated mistakes.
- Strengthen leadership and management by:
 - all leaders, including governors, making sure that the information that is gathered about the quality of teaching and classroom practice is consistently linked to judgements about pupils' progress in order to accelerate it even further.

Inspection judgements

The achievement of pupils

is good

- Children start in the Early Years Foundation Stage with skills and experiences typically as expected for their age. In 2013, children made exceptionally good progress in the Reception class and developed skills above those expected for their age.
- Assessment at the end of Key Stage 1 in 2013 showed that pupils attained below-average results. Although the starting points for these pupils were lower than for the current pupils, leaders identified that there was a problem with progress in Key Stage 1. They focussed effectively on improving teaching and pupils' progress in this key stage. Currently, pupils are making good progress and are set to achieve at least average attainment in reading, writing and mathematics at the end of this year.
- Good progress in reading, writing and mathematics in Key Stage 2 means that the gap between pupils' attainment and the level expected for their age narrows as they move through the school. From average standards, they reach above-average standards by the end of Key Stage 2, with some pupils attaining two terms ahead for their age.
- Improving writing was identified as an issue that the school needed to address. This skill is now well promoted in all subjects. Pupils are given plenty of opportunities to develop their speaking and listening skills so that they can clearly articulate their ideas before writing them down. Standards are continuing to rise and progress is good.
- Pupils supported by the pupil premium make good progress in reading, writing and mathematics because they are ably helped by the staff. Eligible pupils currently in the school are approximately two terms behind other pupils at the beginning of Key Stage 2 but the good progress they make throughout this key stage means that, by the end of Key Stage 2, the gap has narrowed to a term or less for most pupils in this group.
- Disabled pupils and those who have special educational needs make good progress because they are well supported in their learning. Their progress is checked regularly to make sure that the additional support they are given is helping improve their learning. The most able pupils make equally good progress because teachers provide work that gives them a good level of challenge in lessons.
- Progress in physical education is good. The school has used its primary school sport funding to employ specialist coaches to teach lessons, train teachers and run clubs. Pupils enjoy a range of sports and this year the school is focusing on traditional competitive sports as well as introducing new activities such as working with balance trainers.
- Pupils read widely and often. Reading is a strength of the school. Pupils can use their phonic knowledge (the sounds that letters make) well whilst reading. The results of the most recent Year 1 national screening check on how well pupils know phonics were average. Pupils have opportunities to read in school, ably supported by adults in class. Reading is supported well at home by parents and there are lessons in school which support the development of all aspects of reading.

The quality of teaching

is good

- Pupils achieve well because there is good teaching throughout the school. Pupils remain on task and learn well because teachers and teaching assistants know them very well and plan work that engages their interest. Teachers have good subject knowledge and consistently ask searching questions, which enable pupils to think for themselves and want to do their best.
- Children in the Reception classes benefit from good teaching and well-planned activities. There is a strong emphasis on developing children's language skills and extending their vocabulary. Children are supported extremely well by the knowledgeable adults who help accelerate their learning through good questioning to recap on previous learning. The record of progress is good, clearly showing children's next steps in their learning.

- Throughout the school, teachers have high expectations. For example, in Year 1 when pupils were writing an invitation to a teddy bears' picnic, pupils made good progress because the teacher challenged them and made it clear what pupils had to do at all stages of the lesson.
- The relationship between teachers and pupils is good and so pupils want to do what the teachers ask them to do. For example, when Year 5 pupils were being taught literacy, there was strong collaboration between adults and pupils. Enthusiasm was very apparent as pupils explored play scripts together and were challenged by their teacher to achieve high-quality outcomes.
- There are times, however, when some activities do not provide pupils with such high levels of interest, and their learning is not quite as rapid.
- Teachers discuss pupils' progress regularly with the senior leadership team. They keep accurate and detailed records of pupils' performance each year, which enables them to compare the progress of different groups. However, on occasions, information from assessments is not used well to set work at the right level for all the different groups of learners, with the result that work is too easy for some or too difficult for others.
- The pace of progress for some pupils can be inconsistent because they do not regularly have the opportunity to respond to their teachers' marking, correct mistakes and produce the level of work of which they are capable.

The behaviour and safety of pupils are good

- Pupils' behaviour is good. They have a well developed sense of right and wrong. They behave consistently well both in the classrooms and around school.
- Pupils worked well, both with others and on their own, in almost all lessons that were seen during the inspection. They were supportive of each other, for example in taking turns and sharing resources.
- They have a good understanding of the standards of behaviour that their teachers expect of them. Pupils are aware that some pupils need additional help for their behaviour. They know the sanctions and rewards that are available to them and that it is their responsibility to adhere to them. Behaviour is not outstanding because a few pupils occasionally lose concentration and the quality of the work they produce is untidy with repeated mistakes.
- The school's work to keep pupils safe and secure is good. Parents and pupils feel that the school is a safe place. Pupils say that they feel safe in school due to the good care and attention they are given by their teachers and other adults in school. Pupils have a good understanding of internet and e-safety through visits by the police. They feel well looked after as the school reminds them of road safety, behaviour on trips and stranger danger.
- At break and lunchtimes, pupils happily share the play equipment provided. Older pupils help younger children play together and so make lunchtimes more harmonious and active. There are other opportunities for pupils to take responsibility, both in class and across the school, such as play leaders and a democratically elected school council.
- There is a good sense of community spirit because social, moral, spiritual and cultural development is strong. The school is a happy and welcoming community. The pupils are very respectful of their teachers and of one another and are polite and courteous, which is central to the school's values. The school's ethos develops a sense of unity and empathy in pupils, for example, by raising funds for charities. Assemblies are spiritual in nature, active, engaging and thought-provoking.
- Pupils know about different types of bullying and what bullying means. They believe that bullying does not take place at the school and, if it did, the staff would deal with it effectively. If they have concerns, pupils can, in confidence, talk to an adult who will deal with a difficult situation.
- Pupils enjoy school and this is reflected in their punctuality and consistently good attendance which is above average across the school.

The leadership and management are good

- Leadership and management are good because the actions of leaders have ensured that pupils achieve well and that the quality of teaching is also good. It is very much a team approach and, as a result, all staff feel valued and included in bringing about change.
- Leaders base their actions on robust self-evaluation, which gives a clear picture of the school's strengths and weaknesses. The effectiveness of these actions is checked regularly, so that any necessary adaptations can be made quickly to ensure success.
- The school has a wide programme of activities to check on the quality of teaching and pupils' progress. This information is shared fully with governors. However, the scrutiny of books and lesson observations do not place a sharp enough focus on how well the quality of teaching is helping pupils accelerate their progress even further.
- The systems for checking teachers' performance contribute to the good teaching across the school. Individual targets are used by the headteacher and the governing body to measure whether pay rises and promotion are justified by results. Teachers say that they have good training opportunities to help them meet their challenging targets.
- The school promotes equality of opportunity and this is demonstrated by the way, for instance, the progress of pupils eligible for free school meals is good and their attainment is quickly catching up to that of others.
- The subjects pupils learn are vibrant and exciting. Each new topic is introduced and concluded in an exciting way and pupils say they particularly enjoy their visits such as those to 'Joderell Bank' and 'The Imperial War Museum'. There is a wide range of clubs, with a full range of sports and other opportunities, such as 'Mad Science' and French Clubs. Older pupils are particularly appreciate of and looking forward to their residential trip.
- The Early Years Foundation Stage is led well. Through strong leadership and good teaching, children in the Reception class develop their skills well in the classroom. There is a good balance between adult-led activities and opportunities for children to explore and play on their own in a safe and stimulating environment.
- Pupils' spiritual, moral, social and cultural education is a particular strength of the school. There are many opportunities to broaden pupils' spiritual, moral, social and cultural development. Many of these are through the study of festivals, cultures and religious traditions within the curriculum. Pupils' own cultures and faiths are celebrated, developing respect and understanding of different ways of living. The varied programme of visits and trips, and the links with outside organisations, extend pupils' cultural awareness well.
- Strong partnerships with other local schools help provide training for staff and opportunities for pupils to work together. The school values the effective support given by the local authority.
- **The governance of the school:**
 - Governors are committed to ensuring the school continues to improve. However, while some governors of the school have an understanding of school performance information, others are not as clear, especially in seeing the link between the quality of teaching and the performance of different groups of pupils. Governors have overseen the allocation of the pupil premium within the school and the sport premium which is making an impact on pupils' performance in new and exciting competitive sports. They lead the headteacher's performance management and have given him robust targets linked to pupils' learning. The governors hold the headteacher fully to account for the pay and performance and have set up an additional committee to ensure teachers' standards are monitored effectively. The school meets its statutory requirements for 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

Unique reference number	119427
Local authority	Lancashire
Inspection number	439591

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	206
Appropriate authority	The governing body
Chair	E Jennings
Headteacher	Anthony Greenhalgh
Date of previous school inspection	21 May 2009
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