

# Withnell Fold Primary School

Withnell Fold, Withnell, Chorley, Lancashire, PR6 8BA

**Inspection dates** 21–22 January 2015

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils make at least good progress in all classes throughout the school. By the end of Year 6 they reach standards in reading, writing and mathematics that are well above average.
- Teaching is consistently good across the school. Staff set work that stimulates and engages pupils in their learning.
- Children get a very good start to their learning in the Reception class.
- Each pupil's progress is carefully checked and any underachievement is quickly and effectively addressed.
- Disadvantaged and vulnerable pupils are well supported. Teachers, teaching assistants and the pastoral coordinator work well together so that these pupils make good progress.
- Pupils behave well in lessons and around the school. They have positive attitudes to learning and are keen to do well. They are proud of their school and get on very well with one another.
- Pupils feel completely safe in school and are very well cared for. They say that bullying is very rare and that there is none in school at the moment.
- The curriculum is well planned and engages pupils effectively in their learning. It is enhanced by a good range of activities, clubs, trips and visits.
- Pupils' spiritual, moral, social and cultural development is strong. Pupils are prepared well for life in modern Britain.
- The school is very well led and managed. The headteacher, staff and governors work closely together and have a clear view of how well the school is performing and where it could do better. They have successfully improved the quality of teaching and pupils' achievement.
- Parents are very appreciative and strongly supportive of the school.

### It is not yet an outstanding school because

- Expectations of what pupils can achieve are not always high enough, particularly at Key Stage 2. Pupils are not always set work that is hard enough to enable them to make the best possible progress and achieve the highest standards.

## Information about this inspection

- The inspector observed 10 lessons taught by five teachers, including one observed jointly with the headteacher. The inspector also visited a school assembly.
- Meetings were held with the headteacher, the literacy coordinator, the early years coordinator, the special educational needs coordinator, the pastoral coordinator and with eight governors, including the Chair and vice-chair of the Governing Body. The inspector also spoke to a representative from the local authority.
- The inspector met a group of pupils to discuss their views of the school and spoke informally to other pupils in lessons and during breaks and lunchtimes.
- The inspector looked at the work pupils were doing in lessons and in their books over time. He listened to pupils read and talked to them about their enjoyment of reading.
- The inspector observed the work of the school and examined a number of documents. These included data concerning pupils' current achievement, development plans and arrangements to check on the performance of staff. The inspector also looked at records relating to behaviour, attendance and safeguarding. Minutes of governing body meetings and the school adviser's reports were also considered.
- The inspector took account of 32 responses to the on-line questionnaire (Parent View). He also considered 10 responses to the questionnaires completed by staff for the inspection.

## Inspection team

Robert Birtwell, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The school is much smaller than the average-sized primary school, with 94 pupils on roll.
- Pupils are taught in four classes from the Reception Year to Year 6, including three mixed-age classes in Key Stage 1 and Key Stage 2. The early years provision is full time.
- Almost all pupils are from White British backgrounds and speak English as their first language.
- The proportion of disadvantaged pupils is around half the national average. These are pupils supported by the pupil premium, which is funding for pupils known to be eligible for free school meals and children looked after by the local authority.
- The proportion of disabled pupils and those with special educational needs is below average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The headteacher recently returned to work following a period of illness. During her absence an associate headteacher was in place.
- The assistant headteacher is currently seconded to another school.

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

- Further improve the quality of teaching so that more pupils make better than expected progress, particularly at Key Stage 2, by ensuring that:
  - expectations of what pupils can achieve are always high enough
  - the work set is always hard enough so that pupils are challenged to make the best possible progress and achieve the highest standards.

## Inspection judgements

### The leadership and management are good

- The headteacher leads the school purposefully and effectively, and is well supported by staff and governors. This small school is a very calm, orderly and happy community. All staff readily and successfully take on responsibilities and act as middle leaders. Together, their actions have raised the quality of teaching and pupils' achievement.
- The school's systems for checking on how well pupils are doing have been strengthened since the previous inspection and school leaders at all levels make good use of information about pupils' progress and achievement. As a result, they have a clear and accurate view of how well the school is performing and where it could do better. For example, they are aware of the need to accelerate progress at Key Stage 2 in order to become outstanding, and improvement planning is focused on further improving teaching in order to raise achievement.
- School leaders effectively monitor the quality of teaching and check on pupils' performance. Any underachievement is quickly identified and addressed by providing pupils with extra support if they need it. As a result, all groups of pupils are making good progress and achieving well. This shows the school's successful commitment to equal opportunities for all pupils.
- Information about pupils' achievement and progress is also used by school leaders to check on how well teachers are performing, and to identify where further support or training is needed. This has contributed to improvements in the quality of teaching. This information is also used by leaders when they make recommendations about teachers' pay.
- The curriculum is well planned, engages pupils effectively in their learning and promotes good behaviour. It is enriched by a variety of clubs, activities, trips and visits covering sport, music, drama and culture. For example, older pupils spoke enthusiastically about an 'awesome' residential outdoor activities trip, as well as visits to the theatre and museums. Pupils were also looking forward to participating in a Young Voices choir concert.
- These activities, together with a variety of assemblies, visits and visitors, ensure that pupils' spiritual, moral, social and cultural development is strong. Pupils are considerate and responsible and they have a good knowledge of other cultures and religions. For example, they have visited a mosque, a Buddhist temple and a Mormon temple, as well as the local church. The school promotes British values and an understanding of democracy very effectively, as well as fostering good relations and preventing discrimination. Pupils are very well prepared for life in modern Britain.
- The school uses pupil premium funding successfully to support the learning of disadvantaged pupils, either in the classroom, in small groups or individually. In addition, it is used to provide extra support for vulnerable pupils and to improve links with parents through the work of the pastoral coordinator. As a result, attendance has improved and any gaps in the achievement of disadvantaged pupils, in comparison with their peers, have closed.
- The school uses the additional primary school sport funding successfully to enhance provision and overcome the lack of facilities in the school, by extending the hire of a local school hall, and by providing increased opportunities for swimming. In addition, through the local school sports partnership, specialist teachers and coaches take lessons, run activities and train staff. As a result, the range of sporting activities has widened and more pupils take part in sports and competitions.
- Arrangements for safeguarding pupils are fully in place and effectively followed.
- The local authority has provided effective, but appropriately limited, support for this successful school.
- **The governance of the school:**
  - The governing body meets its responsibilities effectively. Governors are well informed about how well the school is doing and where it could perform better. They know how to analyse and use data, and understand the link between the quality of teaching and pupils' achievement. They have a good knowledge of how pupil premium funding is spent and the impact that it is having on the performance of disadvantaged pupils. Governors are not complacent: they are pleased with how well the school is doing, but are ambitious for further improvement.
  - Governors are very supportive of the school, and visit regularly in a variety of roles. There is an effective committee structure, and governors hold school leaders to account rigorously by asking 'awkward' questions and by setting challenging targets as part of the headteacher's appraisal. They ensure that pupils' progress and achievement are taken into account when making decisions about teachers' pay, and that the school's finances are carefully and soundly managed. They improve their skills and keep themselves up-to-date by undertaking regular training; they also consider how well they are doing as a governing body. Consequently, they make sure that policies are reviewed and

implemented effectively, including those relating to safeguarding.

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

### **Behaviour**

- The behaviour of pupils is good.
- Pupils have positive attitudes to learning and are keen to do well. They are polite and considerate and get on very well with one another and with adults in the school.
- Pupils take pride in their work and behave well in lessons so that learning usually proceeds smoothly and without interruption.
- School records and discussions with pupils show that there are relatively few instances of poor behaviour, and there have been no racist or discriminatory incidents in recent years. Pupils say that behaviour has improved recently. They know how they are expected to behave, and say that if pupils misbehave, staff sort it out quickly and fairly.
- Very occasionally a small number of pupils display challenging behaviour, but staff manage this consistently and well. These pupils are supported in a caring and nurturing way, usually involving the pastoral coordinator, and there is evidence that this leads to improved behaviour from these pupils.
- The inspector observed good behaviour in lessons, in assembly and around the school. Pupils behaved very well on the playground during break, with older pupils acting as 'buddies' for younger children. Pupils also behaved very sensibly and safely during lunch in the classroom used as the hall.
- Pupils are very enthusiastic about their school. They say that 'it is very friendly and everyone looks after and cares for each other'. Attendance has improved and is above average.

### **Safety**

- The school's work to keep pupils safe and secure is outstanding.
- Pupils say that they feel completely safe in school and are very well cared for. They have a very clear knowledge of different kinds of bullying, and understand the difference between bullying and falling out. They say that bullying is very rare, and that there is none in school at the moment. They say that if it happened, they would report it and are very confident that the school would sort it out quickly and effectively.
- Pupils have a very good knowledge of safety-related issues, and spoke confidently about personal safety and how to keep themselves safe on roads, when cycling, and when using the Internet, for example.
- All parents who spoke to the inspector were very positive about and supportive of the school. They say that it is a 'fantastic and really caring school' with a 'lovely family atmosphere'. Almost all parents who responded to the Parent View survey think that their children are happy in school, and all think that their children feel safe and are well looked after and that the school makes sure its pupils are well behaved.

## **The quality of teaching** is good

- The quality of teaching is consistently good across the school and sometimes outstanding in its impact on achievement. This was confirmed by evidence gathered during the inspection, including work in pupils' books and the school's records of pupils' achievement and the quality of teaching over time. Good teaching, including in literacy, reading and mathematics, ensures that pupils in all classes learn well, make good progress and hence reach well-above-average standards in reading, writing and mathematics.
- Staff know pupils individually and very well in this small school, and good relationships are evident.. Staff set work that motivates and engages pupils in their learning. Pupils say that they enjoy lessons and 'learn a lot' because 'teachers make lessons fun and interesting, challenge us, and help us if we are stuck'. Consequently, pupils are keen to learn and do well.
- Although staff typically have high expectations of what pupils can achieve, these are not always high enough. As a result, the work set is not always challenging enough to lead to the most rapid progress for all pupils. Sometimes pupils, particularly at Key Stage 2, are not given work that is hard enough to enable them to reach the highest levels and make the best possible progress.
- Staff use questioning effectively to check on pupils' knowledge and understanding, and to push them to develop their learning. In English, for example, Year 1 and Year 2 pupils were improving their understanding and skills in writing sentences using connectives. They greatly enjoyed investigating and writing about why there were 'muddy puddles' in the classroom. Different pupils had different targets, and

questioning was used very effectively to challenge pupils to improve their work. As a result, pupils had to think hard about what they were doing and made very good progress.

- Pupils' work is marked regularly, consistently and effectively. Staff use praise well to motivate pupils and they give useful guidance about what pupils need to do to improve their work. It is clear that pupils are given the opportunity to respond to this advice. Pupils say that they know how well they are doing and what they need to do to get better.
- Teachers and teaching assistants work well together to support pupils who find learning more difficult. This includes disadvantaged pupils and those who are disabled or have special educational needs. Consequently, these pupils make good progress and achieve well.

### **The achievement of pupils** is good

- Pupils achieve well. They make good progress from their starting points and reach standards that are well above average. They are very well prepared for the next stage in their education.
- Following a strong start in the Reception Year, pupils make very good progress in Key Stage 1. By the end of Year 2 they reach standards in reading, writing and mathematics that are well above average.
- Pupils continue to make good progress during Key Stage 2, and achieve well above average standards. In 2013 there was a dip in performance when standards at the end of Year 6 were above average in reading and writing, but below average in mathematics. Preliminary results for 2014 show that standards have improved and are well above average in all three subjects.
- For the past two years almost all pupils have made the progress expected of them, and the proportion that made more progress than expected has been close to or above average, apart from mathematics in 2013. This represents good progress from pupils' starting points.
- Inspection evidence from the work in pupils' books and the school's most recent data shows that all groups of pupils are currently making good progress throughout the school and achieving well.
- Pupils make good progress and reach well above average standards in reading because they are well taught and read regularly, both at school and at home. Key Stage 1 pupils have a very good knowledge of phonics (letters and the sounds they make). The proportion of pupils who reached the expected standard in the Year 1 national phonics screening check has been well above average for the last two years.
- Pupils' achievement in writing has improved. Pupils have regular opportunities to write in different styles across the curriculum, and standards are well-above average. The inspector saw some examples of powerful writing related to the centenary of World War One and Remembrance, for example.
- Pupils achieve strongly in mathematics and achieve well-above average standards. They have very secure basic numeracy skills and they use these skills effectively to investigate and solve complex problems in real-life situations.
- The most-able pupils achieve well and make good progress because they are increasingly given more demanding work that makes them think hard.
- There are too few disadvantaged pupils eligible for support through the pupil premium in each year group to make a reliable comparison of their attainment and progress with other pupils nationally and within the school. These pupils receive effective support if they need it, and their progress is carefully checked. As a result they make at least good progress.
- Disabled pupils and those with special educational needs make good progress. Their needs are well understood and they receive well-targeted and effective support from teachers, teaching assistants and the pastoral coordinator. Consequently, they achieve well and progress as well as their classmates.

### **Early years provision** is good

- Most children join the Reception Year with skills and knowledge that are at least in line with those typical for their age. They make good progress and almost all children reach or exceed a good level of development by the end of the year. They are well prepared to enter Key Stage 1.
- The quality of teaching is consistently at least good. Staff have high expectations and make sure that learning activities are purposeful and well focused, and that children are fully involved in their learning. Staff work well to overcome the limitations imposed by the building and site to ensure that children have access to a stimulating outdoor environment, by making good use of an allotment and woodland area.
- Children behave well and show good attitudes to learning in a very safe and caring environment. They listen carefully to staff and concentrate well on what they are doing. They work effectively together and enjoy being challenged by different learning activities.

- , The children greatly enjoy activities, such as when they created and acted out their own fairy tales. Questioning was used very effectively to encourage them to use their imagination, and to develop their language and communication skills. Consequently, they made very good progress.
- Staff check on children's progress regularly and use this information to plan tasks and activities to further challenge and extend their skills.
- There are strong links with parents, local nursery schools and external agencies. These ensure that children settle quickly and well in the early years provision, and that the needs of individual children are identified and addressed. Disabled children, those who have special educational needs, those most in need and those for whom the school receives additional funding, all have their needs successfully met.
- The leadership and management of the early years are good. Leaders have an accurate view of how well children are doing, and where the provision could be further improved.
- Parents are very happy with the early years provision. One parent said she felt 'really well informed about what is going on' and how her child was doing, and another that her child 'absolutely loves coming to school and can't wait to get back'.

## 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>	119306
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	453367

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>	94
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Kip Partington
<b>Headteacher</b>	Sara Moreton
<b>Date of previous school inspection</b>	6 March 2008
<b>Telephone number</b>	01254 830437
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