

Farington Primary School

Rose Street, Farington, Leyland, Lancashire, PR25 4GH

Inspection dates

14–15 April 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
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.

- Leaders have brought about good improvement in key areas of the school's work since the previous inspection.
- They have focused particularly well on improving teaching quality. This has had a good impact on raising standards and achievement in reading, writing and mathematics.
- Improved governance, now a significant strength of leadership, has been a positive influence in the school's improvement.
- Pupils behave well and their good attitudes to learning have a strong impact on their progress. They feel safe in school and attend regularly.
- The quality of teaching is good. Some teaching is outstanding. Pupils of all abilities are well provided for. They enjoy their learning and achieve well. Teaching assistants contribute well to the overall quality of provision.
- Children in the early years are given a good start to their school careers, particularly in their reading.
- Throughout the school, pupils make good progress and achieve well by the end of Year 6. Standards have risen since the previous inspection, particularly in reading and mathematics.

It is not yet an outstanding school because

- Attainment in writing, particularly the proportion of pupils reaching the higher levels by the end of Year 6 has not improved as quickly as it has in other subjects.
- Teachers' marking of writing across different subjects is not as helpful to pupils as that seen in English books.

Information about this inspection

- Inspectors observed teaching and learning in a range of lessons.
- Meetings were held with members of staff, a representative from the local authority, pupils, parents and members of the governing body.
- Inspectors took account of the views of the 11 parents who responded to Ofsted's online questionnaire (Parent View) as well as an internal survey of parents' view carried out by the school. Inspectors also scrutinised questionnaires completed by staff members.
- Inspectors observed the school's work and examined a range of documentation including: national assessment data and the school's own assessments; minutes of governing body meetings; the school's own view of its performance; safeguarding information and samples of pupils' work.

Inspection team

Kevin Johnson, Lead inspector

Additional Inspector

Jean Tarry

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 is above the national average.
- An above average proportion of pupils is supported by pupil premium funding. The pupil premium is additional funding for pupils known to be eligible for free school meals and those who are looked after by the local authority.
- The proportion of pupils from minority ethnic groups is below the national average. The proportion of pupils who speak English as an additional language is also below average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- Before- and after-school care is available on site. This is not managed by the governing body and receives a separate report which is available via the Ofsted website.
- Provision for children in the early years is full time in the Reception class.

What does the school need to do to improve further?

- Ensure that pupils are challenged sufficiently well in writing across all subjects so that more acquire the skills they need to reach the higher levels in the subject by the end of Year 6.
- Make sure teachers' feedback to pupils is as effective in improving pupils' writing skills in other subjects as it is in English.

Inspection judgements

The leadership and management

are good

- Since the previous inspection leaders have reviewed the key aspects of their work, taken decisive action and brought about many significant changes for the better.
- Issues from the previous report have been fully addressed. As a result, teaching is consistently good and the effectiveness of governance is now a strength within the leadership of the school.
- All staff are ambitious for the school. Their strong teamwork and mutual support are instrumental in establishing a positive climate for learning. Pupils' aspirations are raised and teaching drives good progress and achievement in a well-ordered and safe environment. No pupil is discriminated against.
- Central to the school's good improvement is leaders' management of teaching and learning. Governors have played their part, along with school leaders, in establishing rigorous systems for checking the effectiveness of teaching. The school has supplemented good help and guidance from the local authority with its own systems of peer support and regular review of teachers' performance to ensure consistently good teaching throughout the school.
- Senior leaders share accountability for the school's performance skilfully and support the headteacher well. They provide strong role models of good practice and professional relationships. They contribute effectively to leaders' very accurate picture of how well the school is doing.
- Middle leaders, responsible for curriculum development, are very clear about the improvements they have brought to their subjects. Their subject knowledge is good because of their own professional training. New ideas are woven well into the new primary national curriculum. Pupils' learning is enriched by a wide range of opportunities outside of the classroom as well as in school. Residential visits to France, for example, further broaden pupils' cultural horizons. This broad range of learning is not sufficiently reflected, however, in pupils' writing.
- The curriculum promotes pupils' spiritual, moral, social and cultural development effectively and instils the values pupils need as members of modern British society. In a lesson in Year 3, for example, pupils made good progress in a relatively short time, in learning about democracy and how it relates to their own school setting. They reflected on the importance of taking responsibility and the special qualities that this needs. Pupils have a clear sense of right and wrong and are taught to appreciate the arts of other cultures and of their different ways of life.
- There is a clear action plan for developing the curriculum for physical education (PE) and for pupils' well-being. The school's sport funding is used effectively to that end. The quality of PE experiences for pupils, and teachers' skills, are enhanced by working with specialist coaches. All staff have undertaken training to teach dance and gymnastics. Levels of participation among pupils have risen because of increased opportunities for sport and the school's success in competitive tournaments is improving.
- Leaders check the impact of pupil premium spending rigorously. They are aware of how fluctuations in the numbers of disadvantaged pupils need to be taken into account when planning how best to use the funding. Currently, additional teaching assistant support, including one-to-one help for some pupils, pastoral support, and resources make sure that all pupils have equal opportunities to achieve their best.
- Safeguarding arrangements are effective and meet all requirements. Procedures are checked frequently and all are up to date. Leaders keep a close watch on attendance, which is above average.
- **The governance of the school:**
 - Governance has strengthened significantly since the previous inspection. Governors set clear priorities for themselves as well as what they expect from the school, and have developed good systems for achieving those aims that leave no stone unturned. There is a good range of expertise among governors and they draw on this well to challenge and support the headteacher and contribute to plans for further improvement.
 - Their analysis of data on the school's performance is incisive and accurate. Their increased involvement in the school's day-to-day work provides a solid overview, not only of teaching, but of how well the school performs overall. Governors understand the significance of teachers' performance management when reviewing salary awards and ensure that teachers receive salary increases only if their pupils reach their achievement targets. They manage the school's budget and additional funding for sport and for disadvantaged pupils well.

The behaviour and safety of pupils

are good

Behaviour

- The behaviour of pupils is good. It is not yet outstanding because a few pupils have not developed the self-discipline they need to listen attentively in lessons and concentrate fully on their work.
- Nevertheless, inspectors saw good behaviour during the inspection and the school's records of behaviour over time show that such conduct is typical.
- There are clear systems in place to support pupils and promote their good attitudes to learning, which ensure that behaviour is continuously improving.
- Pupils enjoy learning and are eager to get on with their work. They work together well in groups and are proud of what they achieve.
- Around the school, pupils are considerate of others. They are well mannered in the dining hall and enjoy each other's company in the playground. Pupils are always polite and respectful towards adults and each other because relationships are strong.
- Pupils say their own behaviour is good and parents have few concerns about how it is managed in school.
- Pupils are keen to take on responsible roles and help to maintain the school's friendly atmosphere. Playground 'Angels' are on hand in to make sure that any faltering relationships are quickly mended and a sense of fair play restored. Play leaders from Year 6 organise games for younger pupils to keep them safe and active at lunchtimes. The school council ensures that everyone has a voice in school matters.

Safety

- The school's work to keep pupils safe and secure is good.
- All groups of pupils feel safe in school. They understand situations that might be unsafe, including cyber-bullying, and know how to deal with them appropriately. Parents also have had the opportunity to learn about internet safety so that they can be watchful over their children's internet use at home.
- Pupils enjoy playtimes and state firmly that any kind of bullying or of offensive name-calling is extremely rare.
- Pupils' safety and well-being are a high priority in the school. Staff are quick to provide necessary support for pupils who may be considered vulnerable.
- Parents fully endorse their children's views about being safe in school. This is reflected in the positive responses on Parent View: all who completed the questionnaire would unanimously recommend the school to others.

The quality of teaching is good

- The overall quality of teaching is good, and some teaching is outstanding.
- Since the previous inspection, expectations have risen resulting in more rapid progress and improving standards.
- Good subject knowledge ensures that lessons are interesting and challenging. Pupils' varying abilities are catered for well and the pace of learning is good.
- The skilful team of teaching assistants works effectively with class teachers and contributes significantly to pupils' good progress. Teaching assistants know the pupils well, and when taking special groups they are very sensitive to pupils' particular needs.
- A particular strength is the questioning of pupils. Questions are open-ended. They require pupils to think about what they are doing and to justify their answers. This enables adults to assess pupils' understanding accurately so that learning can be advanced at the right pace.
- For example, in an English lesson skilful questioning coaxed new language and ideas from pupils while at the same time increasing their understanding of mystery writing and of how what is unwritten in a story is sometimes more telling than what is written.
- There is a good focus on spelling, punctuation and correct grammar. Consequently, standards in this aspect are generally higher than normally expected. Pupils use this knowledge well in what writing they do. The challenge for pupils to write well across all subjects, though, is limited.
- Reading is taught well. Pupils develop a love of reading and use their time responsibly to get on independently during reading lessons while adults focus on specific groups.
- Pupils learn well about numbers and how they work. Their mental arithmetic skills are developed well so they calculate quickly when solving problems. Pupils in Year 4, for example, applied what they know about positive and negative numbers and made good progress in their problem solving. Older pupils showed that they know the values of decimal numbers, while others used their understanding of algebra successfully to

solve codes.

- Assessment is used well by adults as a tool to help pupils learn. Progress in lessons is checked systematically so that misconceptions are corrected and pupils are set on the right track to speed up progress. Marking has been a focus for the school since the previous inspection and there are consistent systems for marking English and mathematics. These are helpful to pupils in improving their work. Marking in other subjects is weaker, particularly in the writing elements, and does not challenge or sufficiently lift the expectation to produce writing of the same quality as seen in English.

The achievement of pupils is good

- Pupils achieve well from their starting points by the time they leave the school.
- Progress in Key Stage 1 builds well on the good start made in the early years because of consistently good teaching.
- Results from the national phonics (letters and sounds) screening check in 2014 showed the attainment of Year 1 pupils to be above the national average. Currently, Year 1 pupils are working to similar standards.
- This has a positive impact on pupils' progress in reading. Year 2 pupils read confidently and use their phonics skills well to tackle unfamiliar words. The good grounding in phonics also helps pupils to approach their writing confidently in both Year 1 and Year 2.
- Standards in reading, writing and mathematics at the end of Year 2 were broadly in line with national averages in 2014. The school's current assessments and pupils' work over time show increased proportions of pupils reaching expected standards for their age and an increase in the proportion working at the higher Level 3 in writing.
- Pupils make good progress throughout Years 3 to 6. Increasing numbers of pupils meet, or exceed, the progress targets set for them by the school. The proportions of pupils who make expected progress by the end of Year 6 and those who do better than that compare well with national averages.
- Standards at the end of Year 6 in 2014 were in line with national averages overall, Although there was notable improvement in writing, standards in this subject did not keep pace with other subjects.
- Pupils achieve well in reading by the end of Year 6. They have access to a good range of literature which they enjoy reading. Pupils are knowledgeable about their favourite books and authors. They read fluently and with good understanding.
- In the current Year 6, more pupils are reaching higher levels in reading, mathematics and spelling, punctuation and grammar but writing at the higher level, although showing some improvement, has not kept pace with the other subjects.
- The most able pupils are provided for well. The school realises their potential and provides additional teaching for them. There are also opportunities for pupils to attend mathematics sessions at a local high school. All pupils who attain Level 3 at Key Stage 1 reach Level 5 at the end of Year 6. The school has set an ambitious target for numbers of pupils to attain the highest possible Level 6 in spelling, punctuation and grammar, reading and mathematics by the end of the current year.,
- Disabled pupils and those with special educational needs make good progress from their relative starting points. Assessment data show that those pupils made better progress than the national group in 2014. Pupils' needs are provided for very well. Their learning is carefully planned and step-by-step progress checked closely. Teachers and teaching assistants equally play a crucial part in pupils' good progress.
- Disadvantaged pupils who are supported by pupil premium funding also make good progress from their starting points. National data for 2014 indicate a gap between the attainment of disadvantaged pupils in the school and non-disadvantaged pupils nationally suggesting that disadvantaged pupils are approximately three terms behind in reading, writing and mathematics. However, the data for the school include pupils with statements of special educational needs who made good progress in relation to their specific starting points. Other disadvantaged pupils in the school performed equally as well as pupils nationally and sometimes better than pupils in the school. The school is closing gaps in attainment quickly overall.
- The very small number of disadvantaged pupils currently in Year 6 perform as well as others in the school and there are no attainment gaps in either English or mathematics.

The early years provision**is good**

- Almost half of the children entering the Reception class do not have the knowledge and skills typical for their age. However, because of good teaching and careful nurturing of their social skills, they catch up quickly, make good progress and achieve well. By the end of Reception they are prepared well for their transfer to Year 1. In the current Reception class most of the children have reached a good level of development. There has been an increase in the proportions reaching that stage for two consecutive years.
- Leadership of the early years is good. The staff are a well-trained and knowledgeable team. Planning is good. It takes children's ideas on board and ensures that activities are challenging. Staff observe children at work, record their individual achievements and quickly move them on to their next steps.
- Teaching in the early years is good. Early years staff know how children learn and prepare exciting activities for them to test their skills and solve problems together. Adults work with children effectively whether in role play or focused learning activities, to develop language and thinking skills and to give children the confidence they need to make their own decisions. Reading, in particular, is taught well, giving children a good start with their letters and sounds and how reading and writing are linked.
- Children behave well. Good manners and good listening skills are expected of them. Staff encourage children to cooperate with others and to share resources during play. This was evident during the inspection when children took turns on the bicycles amicably and happily planned their role play together.
- Children are cared for well. They develop trusting relationships with early years staff and learn well in a very safe environment. The school's links with parents in the early years are strengthening quickly because of the workshops and other forms of help for parents to be partners in their children's learning. There are strong links with the pre-school on site. Other children are visited in their own pre-school settings. Consequently, staff know children well when they enter Reception and plan the best start for them.

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	119150
Local authority	Lancashire
Inspection number	462330

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

Type of school	Primary
School category	Community
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	170
Appropriate authority	The governing body
Chair	Matt Ashworth
Headteacher	Joanne Ramsbottom
Date of previous school inspection	16 April 2013
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