

Inspection of a good school: Rishton Methodist Primary School

George Street, Rishton, Blackburn, Lancashire BB1 4JF

Inspection dates:

24–25 September 2019

Outcome

Rishton Methodist Primary School continues to be a good school.

What is it like to attend this school?

Pupils enjoy school. They are polite and well mannered. They behave well in lessons because they want to learn. Pupils listen to each other. They show respect for other people's views and opinions. They play well together and move around school sensibly. Pupils enjoy the range of after-school clubs and activities.

Pupils are proud of their school. They told me that they want to always try their best and promote a positive image of the school. Pupils have high aspirations. They are beginning to think about the jobs they would like to do in later life.

Pupils said that sometimes they can be silly at breaktimes and lunchtimes. Pupils do, however, understand the rewards and sanctions associated with different types of behaviour. They said that adults in the school treated them fairly. They told me that name-calling and bullying do not happen. Pupils appreciate that adults will always make time to listen to their concerns.

Leaders have ensured that pupils have a strong awareness of how to stay safe. Pupils are knowledgeable about staying safe while online. They are aware of the dangers while on the internet and using social media. Leaders have provided pupils with road safety and safer cycling skills. Pupils know how to keep themselves safe when away from school.

What does the school do well and what does it need to do better?

The curriculum develops pupils' knowledge and skills across a broad range of subjects. Leaders ensure that the curriculum is challenging. It meets the needs of different pupils. Pupils, including those who are disadvantaged and those with special educational needs and/or disabilities (SEND), achieve well. Governors have good oversight of the wider curriculum. They challenge leaders about pupils' achievement across a range of subjects.

Pupils have a good understanding of equalities. They enjoy learning about other faiths and religions. Pupils benefit from engaging in work in the community. They have had

opportunities to collaborate with other local primary schools. Pupils particularly enjoyed their enterprise week. They learned about how to make money work for them. Pupils understand the principles of democracy. They liked holding a school election last year. They argued their views and elected a school prime minister.

Teachers promote a love of reading across the curriculum. They read to pupils each day. Teachers choose books to read that make links with other curriculum areas. Phonics is taught in a logical sequence. Well-trained teaching assistants provide support to help less-confident pupils do well. Children in the early years and key stage 1 have books that are appropriate. Books are matched to the sound that children have been learning in class. Pupils in key stage 2 remember their phonics skills. They apply this to their reading and spelling. However, sometimes older pupils are not challenged through their reading.

Leaders have organised the mathematics curriculum in a logical way. Teachers use assessment to build on pupils' prior learning. Teachers have a clear understanding of what they want pupils to know. Pupils enjoy their mathematics lessons. Children get off to a good start in mathematics in the early years. They explore numbers through play. Older pupils remember their mathematics knowledge. They enjoy setting their own challenges. Pupils apply their mathematics knowledge in a range of different subjects. Pupils take pride in their work.

Leaders have considered the order of the history curriculum. They have linked the topics that they teach to the national curriculum. Teachers enhance the curriculum with exciting trips and inspiring visitors. Pupils enjoy learning about the past. They behave well, enabling teachers to get on with teaching. Younger pupils have a developed understanding of key events in history. They remember key facts well. Sometimes older pupils do not remember key historical facts from previous years.

Staff are proud to work in Rishton Methodist School. They told me that leaders are approachable. Staff feel well supported. They recognise that leaders have made planning and assessment less onerous. Staff are confident in the delivery of the curriculum. They appreciate the level of training that they have had in a range of curriculum areas.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have made safeguarding a priority. The family support worker is the main point of contact for pupils and their families. Leaders have ensured that staff have received relevant training. Staff are alert to potential safeguarding concerns. The staff who I spoke with are aware of their safeguarding responsibilities. There are clear systems in school for recording and reporting concerns. Leaders work with a wide range of external agencies. Pupils and their families receive appropriate support.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Younger pupils have books that match the sounds that they are learning in class. Pupils in key stage 2 have more freedom in the books that they choose. Sometimes, the books that pupils choose are not developing reading further, because they are not providing sufficient challenge.
- Pupils in key stage 1 remember their learning in history well because they enjoy well-planned lessons and activities. In key stage 2, pupils have developed an understanding of history. However, activities and the use of resources are not used effectively to create memorable experiences for the pupils. Sometimes pupils fail to remember the key facts that they should already know.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged Rishton Methodist Primary School to be good on 6–7 May 2015.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and

pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	119396
Local authority	Lancashire
Inspection number	10087688
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	165
Appropriate authority	The governing body
Chair governing body	Mrs Mandy Kroukamp
Headteacher	Mrs Janet Neale
Website	www.rishton.lancsngfl.ac.uk
Date of previous inspection	6–7 May 2015

Information about this school

- The school is a Methodist school.
- The school had its most recent section 48 inspection, undertaken by the Diocese of Blackburn, in December 2016.

Information about this inspection

- During this inspection, I met with the headteacher and senior leadership team.
- I met with subject leaders, class teachers and support staff. I met with a representative of the local authority and I met with four members of the governing board, including the chair of governors.
- I spoke with parents, considered the five responses to Ofsted's free-text survey, four responses to Ofsted's pupils' survey and the 10 responses to Ofsted's staff survey.
- I spoke with teachers and support staff about their workload and well-being.
- I examined the single central safeguarding record and scrutinised a range of documentation in relation to safeguarding.
- I listened to pupils read from each key stage.
- I spoke with pupils about behaviour and attitudes. I observed their behaviour in

lessons and around school.

- As part of this inspection, I evaluated the school's approach to the teaching of phonics and early reading. I examined how the history and mathematics curriculum have been organised. I spoke with subject leaders, visited lessons and spoke to pupils and teachers. I scrutinised pupils' work in these subjects.

Inspection team

John Donald, lead inspector

Her Majesty's Inspector

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