

# Inspection of Farington Moss St Paul's C.E. Primary School

Croston Road, Farington Moss, Leyland, Lancashire PR26 6PR

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Inspection dates: 13 and 14 December 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Good

## **What is it like to attend this school?**

Pupils are happy and safe at this school. They are polite and well mannered. There is a mutual respect between pupils and staff that creates a welcoming environment for all members of the school community.

As pupils get older, they have a range of opportunities to develop their leadership skills and contribute well to school life. For example, pupils spend time with children in the early years to help younger children with their learning. They also run library clubs at lunchtime and lead class assemblies.

Pupils have opportunities to develop their talents and interests. They have access to sports clubs and musical opportunities, including trips to the theatre. Pupils appreciate these experiences.

Pupils, and children in the early years, behave well in lessons and during social times. They live up to leaders' high expectations of their conduct. Pupils stated that bullying does occur at the school. Nonetheless, leaders deal with such incidents effectively. Leaders are ambitious for pupils to succeed and most pupils achieve well.

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

Leaders have developed a broad and balanced curriculum that helps pupils to build their knowledge securely over time. The early years curriculum provides children with the necessary building blocks that they need to thrive as they move into key stage 1. Teachers have good subject knowledge. They deliver the curriculum well to most pupils. However, teachers do not know how to adapt the delivery of the curriculum for some pupils with special educational needs and/or disabilities (SEND). This sometimes means that pupils with SEND are not given appropriate activities, or the right level of help, to access their learning and achieve well.

In many subjects, teachers carry out appropriate checks on pupils' learning and identify their next steps. However, leaders are still developing their guidance on how to check on pupils' learning effectively in several subjects beyond English and mathematics. This means that teachers are sometimes unsure about what, and how, they should assess whether pupils have learned all that they should in these subjects.

Leaders have ensured that reading is a priority at the school. Pupils enjoy frequent story times and they have regular access to the school library during their free time. This helps pupils to develop a wide knowledge of stories, poems and authors. All staff have had recent refresher training in the school phonics programme. Staff deliver this programme consistently well. Pupils who need extra help with their phonic knowledge are identified quickly. They receive tailored support that is effective in helping them to close the gaps in their phonic knowledge. Pupils become confident and fluent readers.

Leaders ensure that pupils with SEND are identified accurately. Leaders work closely with appropriate outside agencies and specialist providers where required to secure the additional help or resources that pupils with SEND may need. However, leaders do not carry out sufficient checks on the learning of pupils with SEND. This sometimes means that leaders do not identify when additional support or adaptations in the delivery of the school curriculum are not effective in helping these pupils to learn.

Pupils behave well in lessons. They show focus and determination when they work. This starts in the Reception Year, where children quickly establish positive learning routines and behaviours. Where pupils need extra support, for example to develop their social skills, leaders provide effective help.

Leaders support pupils' personal development well. Pupils learn about safe and healthy relationships. They develop a secure understanding of how to maintain their physical health. External speakers with different faith backgrounds visit the school to teach pupils about different world religions. This helps to prepare pupils well for life in modern Britain.

Governors know the school well and carry out their statutory duties effectively. Leaders take account of staff's workload and well-being. Staff appreciate these efforts.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that staff are well trained in safeguarding procedures. They know how to identify and report any concerns about pupils' welfare. Leaders monitor such reports effectively and secure help for pupils where it is needed.

Staff educate pupils on how to keep themselves safe, including when working or playing online.

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

### **(Information for the school and appropriate authority)**

- Leaders have not ensured that teachers know how to adapt the delivery of the curriculum successfully for some pupils with SEND. They do not check that these pupils are learning successfully. This sometimes means that these pupils do not get the right level of support that they need to learn all that they should. Leaders should ensure that teachers have the knowledge and expertise to adapt their teaching so that pupils with SEND achieve well.
- In some subjects, teachers do not know how to check that pupils have learned and remembered the curriculum as well as they should. This sometimes means

that teachers do not identify what pupils know, and still need to learn, in order to help pupils build their knowledge securely. Leaders should ensure that teachers are well equipped to check pupils' learning across different subjects.

## 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 information from Ofsted Parent View 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.

## 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

<b>Unique reference number</b>	119612
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10242066
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	185
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Ian Quinn
<b>Headteacher</b>	James Eccleston
<b>Website</b>	<a href="http://www.stpaulsprimaryschoolfarington.co.uk">www.stpaulsprimaryschoolfarington.co.uk</a>
<b>Date of previous inspection</b>	28 June 2017, under section 8 of the Education Act 2005

## Information about this school

- The governing body oversees the before- and after-school club.
- The most recent section 48 inspection took place in January 2020.
- A new headteacher and deputy headteacher have been appointed since the last inspection.
- Leaders do not currently make use of alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors conducted deep dives in these subjects: early reading, history and mathematics. They met with subject leaders and teachers. They visited lessons, looked at examples of pupils' and children's work and talked with groups of pupils

about their learning. The lead inspector observed pupils read to a familiar adult. Inspectors also considered the curriculum, spoke with pupils about their learning and evaluated their work in some other subjects.

- Inspectors spoke with members of the governing body, the headteacher and other school leaders. The lead inspector spoke with a representative of the local authority. Inspectors also talked to staff about their workload and well-being.
- Inspectors met with the leaders who are responsible for attendance, behaviour and pupils' personal development.
- Inspectors spoke with pupils about safeguarding and their wider experience of school. Inspectors looked at a range of policies and documents related to pupils' welfare and education. They observed pupils' behaviour in lessons and around the school.
- Inspectors reviewed leaders' policies and procedures to keep pupils safe. They discussed safeguarding arrangements with leaders and staff. Inspectors also checked the school's records of the suitability of staff to work with pupils.
- Inspectors took account of the responses to Ofsted's online surveys for staff and pupils.
- Inspectors met with parents and carers at the start of the school day and took account of the responses to Ofsted Parent View, including the free-text responses.

### **Inspection team**

David Spruce, lead inspector

His Majesty's Inspector

Shameem Patel

Ofsted Inspector

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