



Leyland Methodist Infant School

Inspection Report

Unique Reference Number 119401
LEA Lancashire
Inspection number 280543
Inspection dates 23 November 2005 to 24 November 2005
Reporting inspector Shirley Herring

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

Type of school	Infant	School address	Canberra Road
School category	Voluntary controlled		Leyland
Age range of pupils	4 to 7		Lancashire, PR25 3ET
Gender of pupils	Mixed	Telephone number	01772 431914
Number on roll	210	Fax number	01772 457487
Appropriate authority	The governing body	Chair of governors	Mrs J. Walling
Date of previous inspection	1 November 2000	Headteacher	Mrs Christine Ann Cranfield

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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

Leyland Methodist Infant School is a popular school, situated in the Lancashire town of Leyland. It works closely with the pre-school nursery and the junior school on the same site and benefits from its links with the Methodist community.

It serves a very stable population where indicators of deprivation are low. Almost all the children are from a white British background. Children's attainment when they enter school is about average. The number of children with learning difficulties and/or disabilities is below average.

The school has linked with several other schools to consider general educational issues, and is involved with a Sports College Partnership. It received a Basic Skills Award and a Lancashire Learning Excellence Award in 2004.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school, which shows exceptional care for its pupils. Pupils' personal development is outstanding. The inspectors' judgement matches the school's own view of its work in every respect. Parents are impressed by the commitment of the staff and their children's enjoyment in school. One parent described their child as being a 'happy learner!'.

Standards in reading are outstanding. Whilst standards in writing are good overall, the school is exploring ways to raise the standards of boys' writing to the same high level as the girls.

Good teaching and learning throughout the school produce the high standards and achievement. The high level of care and the excellent support they receive enables pupils with learning difficulties and/or disabilities to be fully included in lessons and achieve well.

The curriculum is good. Provision for children in the Reception year is good, so that they make a good start to school life and achieve well.

The school has excellent links with other organisations such as Tiddlywinks Nursery, the junior school and a local consortium of schools for the benefit of children in school.

The good leadership and management have elements which are outstanding, leading to high quality care and improving standards. Good improvements in the organisation of the Foundation Stage and in the use of computers over the last three years show the school has a strong capacity to improve further. The school gives good value for money.

What the school should do to improve further

- Encourage boys to improve the quality of their writing so that they achieve the same high standards as the girls.

Achievement and standards

Grade: 2

Pupils' standards and achievement are good. Children enter the Reception classes with varying skills which are average for their age, with a strength in understanding letter sounds. Good provision in the Foundation Stage helps them achieve well, so the majority achieve or exceed the recommended goals by the time they enter Year 1.

The 2004 national tests in Year 2 showed standards in reading to be outstanding, building well on children's good knowledge of letter sounds in Reception. Whilst standards in writing are good overall, there was a significant variation between boys' and girls' writing. Boys achieve above average standards, whereas the quality of girls' writing is outstanding. Standards in mathematics are good and children achieve well. The tests in 2005 confirmed the good standards, with a slight narrowing of the gap

between standards in writing for boys and girls. Observations of children currently in Year 2 indicate an improving trend for all pupils.

Children with learning difficulties and/or disabilities achieve very well because of their clear individual targets and the exceptional level of support they receive.

Personal development and well-being

Grade: 1

Children's personal development is outstanding. They talk enthusiastically about their work, enjoy the interesting range of activities and always try their best in lessons. They work together very well and accept responsibilities willingly. The school's high expectations and the excellent relationships between all members of the community result in exemplary behaviour throughout the school. A very good aspect of the school is the way in which children learn to enjoy and value friendship.

Children's spiritual, moral, social and cultural development, firmly linked to the school's Christian tradition, is outstanding. Children value the way in which effort and good behaviour are acknowledged, describing the Super Star Awards as 'the best part of the week'. The school community is proud of its efforts in supporting a range of charities. The study of different festivals provides pupils with a good understanding and respect for different cultures.

The strong emphasis on personal, social and emotional development in the Reception year enables children to develop good attitudes to school and independence from an early age.

Pupils enjoy sport and are able to explain the benefits of exercise and also of adopting a healthy diet. Children gained a great deal from the Healthy Living Week in school, such as the importance of eating healthy snacks at break times. Personal, social and health education lessons provide good opportunities for children to express their concerns. The good teaching of basic skills and the opportunities to work together prepare children very well for the future.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. All teachers work hard to plan interesting lessons and make classrooms places of enjoyment. They set high expectations of behaviour and work, and children respond by doing their best. Teachers regularly check children's progress and work is well matched to the needs of individuals. As a result children make good progress. Skilled and informed teaching assistants support children who need additional help very well and this helps them to make progress that is at least as good as other pupils.

In the best lessons no time is wasted, as when brisk, clear explanations and a good demonstration helped pupils to make good progress in the construction of 'interesting

sentences'. Occasionally, the pace of class lessons is too slow when time could be more effectively spent on individual tasks. Teachers use skilful questioning to help children clarify their understanding. They make sure they give children thinking time and thus develop their problem solving skills. They give clear guidance during lessons so children know what they have to do to improve.

Curriculum and other activities

Grade: 2

The curriculum is good because it makes sure children develop their basic skills well and enjoy what they do. The school has received the 'Basic Skills Award' in recognition of its successful provision, also an environmental award for work on recycling. The curriculum is reviewed regularly to identify and focus on areas for improvement. For example, the school is developing and extending children's experiences to help to raise the standards of boys' writing. A good range of practical activities, clubs, visits and visitors enhances the curriculum. Provision for children with learning difficulties and/or disabilities is excellent and so they achieve as well as they can.

The curriculum for children in the Reception year is good. It is firmly based on purposeful, practical activities in all areas of learning, which matches the needs of young children well.

Care, guidance and support

Grade: 1

This is a very caring school that is exceptionally calm and supportive. Justifiably, parents value the school's success in providing a safe, secure place for children to learn. Staff are very committed to each child's welfare and to promoting their personal development. The warm and welcoming ethos is underpinned by the excellent relationships between adults and children, who therefore feel confident in seeking help. Parents comment on 'approachable staff who always have time to listen! Concerns are acted upon with the minimum of fuss!' The school has good procedures for tracking children's progress and analysing what needs to be done next. Child protection procedures are very well established. The school has very efficient systems in place to quickly identify and provide for the needs of pupils who have learning difficulties and/or disabilities. Sensitive support by all adults helps these pupils to be fully included in lessons.

Leadership and management

Grade: 2

Leadership and management are good. The high standards of care and personal development in the school emanate from the excellent example, clear vision and high expectations of the headteacher and senior staff. The emphasis on valuing the individual means all children, including those with learning difficulties and/or disabilities, are fully included in all aspects of the school's work.

The school's evaluation of its own work is honest and accurate and is used well to address the identified areas of comparative weakness. For example, the school is actively involved with other schools in exploring ways to improve boys' writing. There are signs of improvement in this area, though the school rightly recognises there is more to be done.

Clear analysis of test results by the subject leaders is used well to target areas for improvement. They monitor the quality of teaching and learning informally, though time has been allocated in the current year for a more structured approach to evaluating work in their subject.

The Foundation Stage is led and managed well. The Foundation Stage manager provides an outstanding example of teaching for others to follow. She has used her clear understanding of the needs of young children to restructure and improve the Reception year areas over the last three years.

Governance of the school is good. Governors are regular visitors to the school and are aware of its many strengths and those areas that could be improved. They have recently completed a course on the process of self-evaluation, which has been effective in helping them to support the work of the school even further.

Improvements in the organisation of the Foundation Stage, the use of computers and in governance since the last inspection indicate that the school has a strong capacity to improve further.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	1	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	No
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

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Leyland Methodist Infant School

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PR25 3ET

25 November 2005

Dear Children

Thank you very much for being so kind to Mr Goodchild and myself when we visited you in school. We really enjoyed our visit because you made us feel so welcome. I particularly enjoyed listening to your singing in assembly and watching Reverend Phil's magic candles.

We think your teachers take very good care of you. You are very kind to each other, work really hard in your lessons and behave very well.

We know your work is good, but to make it even better we have asked Mrs Cranfield and your teachers to think of more ways to help the boys to improve their writing. I hope you all continue to try your best.

Yours sincerely

Mrs Shirley Herring

Lead Inspector