



# Chorley All Saints Church of England Primary School and Nursery Unit

## Inspection Report

**Unique Reference Number** 119464  
**LEA** Lancashire  
**Inspection number** 280563  
**Inspection dates** 7 March 2006 to 8 March 2006  
**Reporting inspector** Mr Arthur Allison

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

<b>Type of school</b>	Primary	<b>School address</b>	Moor Road
<b>School category</b>	Voluntary aided		Chorley
<b>Age range of pupils</b>	3 to 11		Lancashire PR7 2LR
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01257 262489
<b>Number on roll</b>	151	<b>Fax number</b>	01257 263860
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Father Edmund Straszack
<b>Date of previous inspection</b>	1 November 2000	<b>Headteacher</b>	Mr Andy Purcell

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 7 March 2006 - 8 March 2006	<b>Inspection number</b> 280563
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## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

The school is smaller than average. Socio-economic deprivation is higher than in most schools. Attainment on entry is well below average. A high percentage of pupils are eligible for free school meals. The percentage of pupils with learning difficulties and/or disabilities is rising and is higher than in most schools. The percentage of pupils with a statement of educational need is increasing though still typical of most schools. More pupils join or leave the school after the reception year than in most schools. Very few children come from minority ethnic backgrounds. There are very few children whose first language is not English.

## 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 that gives good value for money. Leadership and management are good and the governors fulfil their responsibilities well. The school's thorough analysis of its effectiveness is accurate. All shortcomings identified in the previous inspection have been tackled successfully. Led by a team with high aspirations, the school has the capacity to improve further. The vast majority of parents have every confidence in the school. One parent wrote 'I would love to recommend All Saints to every parent'. It is a welcoming school with a strong Christian ethos. Children are friendly and talk enthusiastically about what the school provides. They want to do well and appreciate why teachers make them work hard. The school is strongly committed to enabling all pupils to do their best, drawing on outside expertise and participating in initiatives such as Excellence in Cities well to help in this aim. The school provides good levels of care, guidance and support for all pupils. The children's personal and social development is good.

Provision in Foundation Stage is good. Children are helped to settle quickly into school. Although attainment on entry is well below average, all groups of pupils, including those who have learning difficulties and/or disabilities and those whose first language is not English, make good progress and their achievement is good. Overall standards in Year 6, at the end of 2005, were broadly average, though below average in English. Teaching is good. In Key Stage 2, it is consistently good and sometimes outstanding. However, throughout the school, there are insufficient opportunities for children to practise and extend basic literacy skills in subjects other than English. Also, there are insufficient ways to interest children in reading in order to help raise attainment in English. The curriculum is good and provides a rich experience for children.

### **What the school should do to improve further**

Raise standards in English by:

- implementing strategies to promote an interest in reading and love of books in school and at home
- planning more opportunities to practise and extend speaking, listening, reading and writing skills in subjects other than English.

## **Achievement and standards**

### **Grade: 2**

Children enter the nursery class with a wide range of attainment but in most years their attainment is well below national expectations. Language skills are weaker than other skills. Children make good progress and achieve well. Those who left the Reception class in 2005 made good progress though standards attained were below those expected for their age. In 2005, the Key Stage 1 test results were below those of other schools because of the number of children with learning difficulties and/or disabilities. Standards in mathematics were average, in writing they were below average

and in reading they were well below average. Overall, the 2005 Key Stage 2 results were broadly average though standards in English were below average. Standards in mathematics were slightly above average. Progress in Key Stage 2 was considerably better than might have been expected given pupils' prior attainment. Children with learning difficulties and/or disabilities and whose first language is not English make similar progress to other pupils. The school has put good strategies in place to raise standards in English.

## **Personal development and well-being**

### **Grade: 2**

The personal development and well-being of all children is good. Moral, social and cultural development is good. Spiritual development is very good. The children respond well to the strong Christian ethos, for example, enthusiastically joining in the school worship. Children's behaviour is good. Bullying and racial harassment are not problems. The majority of children enjoy school and take part in activities enthusiastically. They are friendly, courteous and attentive in class. Children respond well to initiatives which help them feel safe and happy, such as the 'Buddy' system. Children in the nursery settle quickly and demonstrate a growing confidence and independence.

Children have a good understanding of healthy eating and the importance of physical activity. They talk enthusiastically about the wide range of sporting activities provided. The children are prepared well for later life. They work well together and want to do their best. The school council plays an important part in enabling children to put their views forward. They manage their own budget and are currently making improvements to outdoor play resources.

The Breakfast Club is one of several strategies the school has put in place to improve attendance. This is now close to the national average and is helping to raise standards.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good. In Key Stage 2, teaching and learning are consistently good and sometimes outstanding. Teaching is characterised by high expectations of work and behaviour and interesting activities that are matched carefully to the different groups and that engage the attention of all learners. Teachers also use the interactive whiteboards well to promote learning, for example when helping the children to understand factors in a Year 3/4 lesson. Children know what they should have learned by the end of the lesson and teachers use skilful questioning to enable them and the children to assess what they have learned. In outstanding lessons, the pace is unrelenting and imaginative, challenging activities capture the immediate attention of all children so that the room is a hive of industry and progress is excellent. This was shown when children in Year 4/5 were learning about spreadsheets. Teaching assistants and pupil support mentors make valuable contributions to teaching and learning.

Planning is good, but there are insufficient opportunities for speaking, listening and writing in other subjects to help raise attainment in English. There are also too few ways used to interest children in reading.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum, fulfilling all statutory requirements, is good. It meets the needs of all children, including those in the Foundation Stage, and enables children to make good progress both personally and academically. However, the planning for teaching literacy skills in lessons other than English is underdeveloped. A good programme of personal, social and health education is evident in all school life. Work is suitably adapted to match the needs of children for whom English is not the first language and those who have learning difficulties and/or disabilities. The most talented pupils are encouraged to participate in more challenging activities and extend their learning.

Children throughout the school enjoy a good variety of enrichment activities, particularly in music and sport. Educational outings enrich learning further. For example, children spoke enthusiastically about the residential visit to an outdoor pursuits centre. These activities make an important contribution to children's enjoyment and good achievement.

## **Care, guidance and support**

### **Grade: 2**

The school provides good care, guidance and support for all children. The children speak warmly of the care they receive. The school carries out health and safety checks regularly and risk assessments are in place. Child protection systems are appropriate.

The school ensures that those who have learning difficulties and/or disabilities, are vulnerable or whose first language is not English receive good help. The pupil support mentors and special educational needs coordinator ensure that links with external agencies benefit the children. Teachers put great store on making sure that every child develops the personal skills needed to equip them for life. Learners' progress is carefully monitored and targets are set. The children are involved in this process so they know what they have to do to improve. The school exceeded its challenging targets in 2005. Good links with the local high school ease children's transition to the next stage of their education.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The very committed headteacher has high aspirations for all children. He is supported well by the equally determined newly appointed deputy headteacher and all other staff. All are striving hard as a team to raise standards. The headteacher, well aware of the needs of the children, has been instrumental in improving the school's provision, for example by participation in the

Excellence in Cities and Intensive Support Programme initiatives. This contributes positively to the rising standards. The school promotes equal opportunities well and deploys teachers, teaching assistants and pupil support mentors to help raise achievement. Children speak highly of how the pupil support mentors help them. The headteacher promotes a Christian ethos throughout the school and this makes a good contribution to children's achievement.

All shortcomings identified by the previous inspection have been successfully tackled showing the school's capacity for further improvement. The most commendable improvements are the better progress and higher standards attained in English, mathematics and science. The improvements in information and communication technology, the quality of the learning environment, the quality of teaching and improvement in pupils' attendance also contribute well to the good achievement of all children.

The school has good systems for self-evaluation that take account of the views of parents and pupils. Governors know the school well. They are intent on helping the school to improve further by the way they challenge and support the school. Governors manage the school's finances well and follow up spending decisions to assess their effectiveness.

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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>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	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

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	3	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	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	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

<b>The extent to which schools enable learners to be healthy</b>	
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	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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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The Children

Chorley All Saints Church of England Primary School and Nursery Unit

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PR7 2LR

9 March 2006

Dear Children

We thoroughly enjoyed our visit to your school and we would like to thank you for being so friendly, helpful and polite. It was really enjoyable talking to you and seeing you at work in lessons.

We realise why you are proud of your school and enjoy coming because:

you like learning, work hard and behave well

you listen carefully to what others in your class say and appreciate the opportunities you are given to take on responsibilities

you enjoy taking part in a lot of extra activities, including visits

your teachers and other adults in the school work hard to help you to do your best

your headteacher knows what the school should do to help you to do better and the other teachers and adults fully support him in this.

There are two things we have asked the school to do to help you do better. The school should:  
help you to love books and enjoy reading at school and at home so that you become better readers

help you to do better in English by giving you opportunities to practise your speaking, listening and writing skills in other subjects.

Yours sincerely

Mr Allison and Mrs Havard

The Inspectors