



Bleasdale Church of England Primary School

Inspection Report

Unique Reference Number 119520
LEA Lancashire
Inspection number 280581
Inspection dates 14 December 2005 to 14 December 2005
Reporting inspector Mrs Jennie Platt

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

Type of school	Primary	School address	Bleasdale
School category	Voluntary aided		Preston
Age range of pupils	4 to 11		Lancashire PR3 1UY
Gender of pupils	Mixed	Telephone number	01995 61307
Number on roll	39	Fax number	01995 61307
Appropriate authority	The governing body	Chair of governors	The Revd Tim Wilby
Date of previous inspection	1 April 2000	Headteacher	Mrs Cathryn Wilkinson

Age group 4 to 11	Inspection dates 14 December 2005 - 14 December 2005	Inspection number 280581
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Introduction

The inspection was carried out by one additional inspector.

Description of the school

This is a small school. Pupils are taught in two mixed-age classes. The school serves the village of Bleasdale, which is socially and economically more advantaged than the national picture. All pupils are white British and no pupils take a free school meal. A very small number have additional learning needs. The headteacher is currently also managing another local school. A key feature of the school is its environmental work and it has achieved the British Naturalist Society Blake Shield, Green Partnership and Awards for All for many years.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The school correctly views itself as a good school. It also has some outstanding features. Value for money is good. Pupils thoroughly enjoy their lessons, and behaviour, relationships and overall personal development are all excellent. The

use of the woodland area is an outstanding feature of the good curriculum. Teaching and learning are good. Teachers value pupils' efforts, so they try hard and are confident in asking questions to extend their skills. Pupils could be more involved in their learning by improved tracking of their progress, and by setting individual targets so that they could check their own progress. Achievement is good and pupils leave school with high standards. Provision in the Foundation Stage is satisfactory. Children make satisfactory progress and reach the level expected by the end of the reception class. However, activities do not always match their age and interests, and some lengthy sessions of teacher-directed work were seen. Strong leadership from the headteacher and governors has sustained the many strengths noted by the last inspection, and has resolved the minor weaknesses. The school is alert to the need for subject leaders to audit and evaluate changes in the subjects they lead. The capacity to improve is good.

What the school should do to improve further

- Improve progress in the Foundation Stage by matching activities more closely to the needs of this age range.
- Make further use of assessment information to improve the tracking of progress and the setting of individual targets, so that pupils are clearer about how to improve, especially in writing.
- Extend the role of subject leaders so they play a fuller part in auditing need and evaluating what is happening in the classroom.

Achievement and standards

Grade: 2

Achievement is good. Attainment on entry varies because of the small numbers involved, but overall it is average. Children in the Foundation Stage make satisfactory progress and reach the standards expected by the end of the reception class. Results of national tests in Years 2 and 6 fluctuate considerably because of the small number in each cohort. For example, each pupil in Year 6 last year represented 25% and this gives a distorted picture of results. Nevertheless, taking the results over the last three years, it is clear that standards are above average at both key stages. The school sets challenging targets and these are usually reached. Test results in Year 2 indicate that higher attaining pupils do less well in writing than in other subjects. This is less evident with the current cohort, although on the evidence of the lesson seen these pupils could be writing at a higher level. Pupils with learning difficulties and those identified as especially gifted and talented make good progress. They benefit from working with pupils of different ages and from the good support of teaching assistants.

Personal development and well-being

Grade: 1

Personal development is outstanding. This is a very happy community where behaviour and relationships are excellent. There is no harassment and, as one pupil said, 'We are all best friends here.' Pupils are confident, polite and courteous. They thoroughly enjoy their time in school and attitudes to learning are excellent. Attendance is good. Pupils eagerly share their enthusiasm for learning with visitors. It was a real pleasure for the inspector to chat with the older pupils while they proudly led a tour of their grounds. Pupils feel very safe and know help is always at hand. They understand the importance of keeping healthy and enjoy the outdoors. The school has achieved the Basic Skills Quality Mark and these skills contribute well to pupils' future economic well-being. A particular strength is the contribution pupils make to the local community. This was very evident in the Christmas lunch they shared with visitors from the village.

Pupils' spiritual, moral, social and cultural development is excellent. Spirituality is a real strength. It is promoted well both in acts of worship and in the environmental curriculum, which encourages an appreciation of the natural world. Pupils respond to staff's good role models and show genuine respect for others' interests and feelings. They have a good appreciation of their own and other cultures.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Positive features are the warm relationships and teachers' high expectations of pupils. Consequently, pupils are confident learners and not afraid of failure. Planning is good. Teachers make it clear to pupils what they want them to learn so they understand the purpose of their activities. Teaching assistants effectively support groups and give teachers more time to interact with other pupils. This is especially helpful for pupils with additional learning difficulties and enables them to play a full part in lessons. Pupils appreciate the variety of activities. The older pupils thoroughly enjoyed preparing and performing a small play. In the Foundation Stage, teaching is satisfactory but tasks are not always closely matched to children's experiences. Some sessions of teacher-directed activities are too long and children get restless. In Key Stage 2, the interactive white board was used well, but opportunities to use information and communication technology (ICT) in other lessons were missed. Assessment procedures are good and teachers know the level their pupils have achieved. This knowledge guides planning and teachers generally match work closely to pupils' ability, although some writing tasks seen in Key Stage 1 did not fully challenge the higher attaining pupils. Marking is positive, although few comments tell pupils how to improve.

Curriculum and other activities

Grade: 2

The school provides a rich curriculum. Careful planning ensures activities in Key Stages 1 and 2 match pupils' age and interests. Planning for the Foundation Stage effectively covers all of the areas of learning. However, in practice tasks do not always relate to children's experiences. Opportunities for exploratory play and continuous provision are difficult to promote because of the space and the mixture of ages. The school has a new outdoor space for these younger children, but it is difficult to use this area to extend learning because of its distance from the classroom. Older pupils have exciting opportunities to develop their physical skills through residential outdoor and adventurous visits. The school makes good use of external professionals, such as a visiting musician and French teacher. These opportunities greatly enrich the curriculum. Environmental work is a distinctive feature of the curriculum. It is of high quality and was celebrated by a visit from David Bellamy.

Care, guidance and support

Grade: 2

This is a very friendly place because pupils are nurtured and cared for effectively. Pupils feel secure because of their overwhelming confidence in their staff and each other. Child protection and other risk assessments are securely in place. Children settle quickly because of a well-established induction programme. Similarly, Year 6 pupils are prepared well for secondary education by visits and information. Special attention to sharing advice about pupils with additional learning needs ensures that the next school has a full picture of their needs. External agencies are contacted if a pupil is assessed with a specific concern and parents play a full part in supporting their children. Procedures for assessing academic progress are good. The school has started to set individual targets for pupils in Key Stage 1, but this is very new and not yet in place in Key Stage 2. Consequently, pupils cannot check their progress for themselves.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher is a charismatic leader who shares her enthusiasm for education with everyone. She has taken on the challenge of leading two schools, and does this so effectively that pupils reap the benefit of having an extra teacher without any deterioration in the day-to-day running of the school.

The school is self-critical and has an accurate picture of what is working well and what requires attention. Consequently, the school is aware that subject leaders need to extend their role by auditing and evaluating what is happening in their subjects. This will fill the gap of no formal monitoring of teaching and learning, which are currently evaluated satisfactorily by informal observations. Systems to track progress are new. The next step is to collate the data so that it is easier to spot patterns of achievement.

Governance is good and all statutory duties are met. Governors consult with parents on major decisions and are aware of the importance of parental support. Governors do not currently benefit from strong management by subject co-ordinators and more details to enable them to play an even fuller part in the decision- making process. Staff and governors are a strong team. They have sustained high standards since the last inspection and the school is well placed to move forward.

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?	2	NA
The quality and standards in foundation stage	3	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	2	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	2	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	2	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?	2	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	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	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	Yes
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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Bleasdale Church of England Primary School

Bleasdale

Preston

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PR3 1UY

14 December 2005

Dear Pupils

Many thanks for your very warm welcome when I visited your school. I really enjoyed the way you chatted to me and told me about your school.

I liked these things the most.

You told me you are all best friends and this is very clear in the warm and friendly atmosphere in your school.

Your personal development is excellent and older pupils are mature young adults.

You work hard and make good progress.

I agree that teaching is good and lessons are interesting.

The school is well led and managed and runs smoothly.

I have asked your teachers to look at the following things to make your school even better.

To make activities in the reception class more interesting for the young children.

To make more use of assessment, including telling you how you can make your work better.

I would like managers to have more opportunity to look at what is happening in lessons so they have more information about how to make your school even better.

I really enjoyed walking in your woods and seeing your amazing sculptures. I am sure these will be just one of the wonderful memories you will have of your time in school.

I wish you well for your future happiness.

Mrs J E Platt (Inspector)

Annex B

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