



# Higher Walton Church of England Primary School

## Inspection Report

---

**Unique Reference Number** 119393  
**Local Authority** Lancashire  
**Inspection number** 291406  
**Inspection dates** 5–6 October 2006  
**Reporting inspector** Judith Straw

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

---

<b>Type of school</b>	Primary	<b>School address</b>	Rosewood Avenue
<b>School category</b>	Voluntary controlled		Higher Walton, Preston
<b>Age range of pupils</b>	4–11		Lancashire, PR5 4FE
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01772 335945
<b>Number on roll (school)</b>	87	<b>Fax number</b>	01772 620261
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mrs Judith Walker (Acting)
		<b>Headteacher</b>	Mrs Joy Headley
<b>Date of previous school inspection</b>	1 October 2001		

---

<b>Age group</b> 4–11	<b>Inspection dates</b> 5–6 October 2006	<b>Inspection number</b> 291406
--------------------------	---	------------------------------------

---

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## **Introduction**

The inspection was carried out by one Additional Inspector.

## **Description of the school**

This is a small primary school serving the local village and the wider community. Very few pupils take a free school meal. A similarly low number of pupils come from minority ethnic groups and no pupils are at an early stage in learning English. A below average number of pupils are assessed as having learning difficulties and/or disabilities but an above average number have statements of special educational need.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 3

Pupils enjoy attending Higher Walton School, 'we have a good mix of fun and hard work.' The school provides a satisfactory and rapidly improving education. Teachers make learning enjoyable and provide a variety of activities. Praise and encouragement feature strongly so that pupils grow in confidence and self-esteem. Attendance has risen sharply over the last year so that it is now above average. Staff know their pupils very well and there is a warm family atmosphere, underpinned by a shared Christian ethos so that pupils flourish in this positive environment. The school has very strong links with the local church. Parents are pleased with the school and recognise the commitment and dedication of the staff. The school has achieved 'Healthy Schools' accreditation and pupils show a real understanding about how to keep themselves fit and healthy. Pupils contribute to the community by assisting in the day to day running of school, helping at special events and supporting many charities. An active and efficient School Council raise their own funds and manage how their money is spent. Pupils' spiritual, moral and social development is good. Their understanding of multi-cultural Britain is limited.

Teaching and learning are satisfactory with some good features. As a result achievement is satisfactory, because more able pupils are not always sufficiently challenged in lessons. The school has recognised this and action taken in 2005/6 to improve writing led to greatly improved results in English so that many pupils achieved above what had been expected and exceeded the challenging targets that had been set. In 2006 standards rose in both Year 2 and Year 6, so that pupils achieved better than ever before in the national tests. In Year 6, all pupils achieved well in English and science. Average attaining pupils did well in mathematics but higher attaining pupils did not always reach their targets.

Provision in the Foundation Stage is good. From a slightly below average starting point children reach the early learning goals expected for their age range and some of them exceed them and achieve well. The outside space is attractive and well laid out so that children have many opportunities to learn outside.

Leadership and management are good. A clear strength is the leadership of the headteacher who has been in post first as acting head, and now a permanent appointment, for 18 months. Her priority is raising standards and she has already begun to succeed. Governance is satisfactory. The improvement since the last inspection is good. After a time of many staff changes the school now has good capacity to move forward.

### What the school should do to improve further

- Improve teaching and learning by being more challenging especially for more able pupils in mathematics.
- Increase pupils' awareness and understanding of multi-cultural Britain.

## **Achievement and standards**

### **Grade: 3**

Over that last few years standards have been average and the achievement of pupils has been satisfactory. Pupils have been making satisfactory progress through Key Stages 1 and 2. The published results for 2005 show a similar picture. Few pupils reached the higher levels at the end of Year 2, and in Year 6 some higher attaining pupils did not make enough progress and did not reach their targets. However, as a result of focused action by the school standards in 2006 rose considerably. In Year 2 pupils achieved the school's best ever results with a greater percentage of pupils gaining the higher levels. In Year 6 in English and science pupils achieved better than might be expected. Achievement in English and science is good for all pupils. Pupils achieve well in maths but some highest attaining pupils fail to reach their predicted levels.

Children enter the Foundation Stage with slightly below national average standards, particularly in mathematics and reading. They make good progress in all areas of learning and by the end of the year reach or exceed the expected goals for their age.

Because of the small numbers it is impossible to identify any difference in the progress of boys and girls. Pupils with specific learning difficulties and/or disabilities achieve well because of the individual attention they receive working in small groups and the invaluable support of teaching assistants.

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

### **Grade: 2**

Pupils enjoy coming to school and say that they are proud of their school's achievements. They know how to keep fit and healthy and enjoy the many physical activities encouraged in school. Friday mornings begins with a 'wake and shake' session for pupils, teachers and parents and is a high point of the week. Pupils are proud of their recently gained healthy schools accreditation and clearly enjoy the fruit and vegetables provided throughout the day. Pupils know how to keep safe because they listen carefully to the advice they are given from staff and visitors. The school council is energetic in raising funds, deciding how they should be spent and is influential in affecting school decisions. Older pupils show a responsible attitude and help out in many activities. All pupils make a good contribution to the community by helping others through charity fund raising. Spiritual, moral and social development is very good. Pupils are considerate, thoughtful and kind. They take time to reflect on what they have learned and discuss issues very openly with each other. Their singing in assembly is joyous and a delight to hear. As a result behaviour and relationships are good. Cultural development is satisfactory. Pupils are well informed about aspects of their own culture, they learn about other cultures through different parts of the curriculum, but they have little knowledge or experience of multi-cultural Britain. The good personal and social development of pupils and their improving academic skills prepare them well for future life.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teaching and learning are satisfactory with many good features. There has been a period of instability in staffing but despite this teaching has recently improved and standards are rising. Typical strengths of teaching include good subject knowledge, very good class control and well-focused planning. Teachers make lessons enjoyable with plenty of variety in the activities planned with the result that pupils are positive and eager to learn. Pupils work well in groups and are taught to listen to each other with respect. Teachers give them time to reflect upon what they have learned and to discuss their work with each other. Marking and assessment are good. Pupils always have short and long term personal targets to aim for and they say this helps them to learn. They usually know exactly what they are expected to do and how their work will be marked. Well trained and effective teaching assistants ensure that pupils with specific learning and/or disabilities make good progress and achieve well. Lessons are planned to take account of the differing abilities of pupils but there is not always enough challenge for the most able in the classes.

### Curriculum and other activities

#### Grade: 2

The good curriculum supports the good personal development of pupils. In addition to the national curriculum, Year 5 and 6 pupils are offered French. Pupils develop good literacy, numeracy and information and communication technology (ICT) skills across the curriculum. There is a particular emphasis on good oral communication. Many opportunities are created for pupils to learn to speak confidently in assemblies, plays, concerts and within class. Good planning in the Foundation Stage provides a rich variety of learning and role-play activities for the youngest children. Pupils are well informed about a number of environmental, health and social issues because of the many visitors with specialist skills who come into school to enhance the curriculum. A wide variety of activities is offered each term which take learning beyond the classroom. Pupils especially enjoy cross-curricular themed weeks. Recent examples include Sport Relief, Africa week and art week. A highlight for Year 6 is the annual residential visit to an activity centre.

### Care, guidance and support

#### Grade: 2

The school provides good care and support for all its pupils. In this small school everyone is well known and there are good trusting relationships between teachers and pupils. The pupils feel safe and secure, free from bullying or harassment and know the staff will help if there any problems. Procedures to safeguard pupils are in place and all statutory requirements are met. The support offered to pupils with specific learning difficulties and/or disabilities is good. Every child and every adult feels valued

as an individual. The school has developed new and very effective methods for checking the progress of each pupil to make sure that they are achieving as well as they can. There are good systems to involve pupils in their own learning so that they know what they are trying to achieve and can be pleased when they reach a target.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good, and this is reflected in the school's thorough and accurate self evaluation and their recent Investor in People (IIP) designation. In the last year the school received Quality Marks for healthy eating, safety and ethos. The head teacher leads by example. Her management style is collaborative and she aims to motivate, celebrate and challenge. She has succeeded in raising standards in the past year and has firm plans to build on that success. In 2006 pupils exceeded all statutory targets set, except for higher attainers in mathematics, for the first time in four years. Subject leaders play a full role in monitoring and evaluating their subjects as well as in curriculum planning and resourcing. The head of Foundation Stage has succeeded in raising standards and enhancing provision for the youngest children. Clear direction is set so that all staff, including support staff, are fully involved and work together as an effective team. The priorities in the current development plan are ones that will take the school forward and with an appropriate emphasis on raising pupils' achievement in both academic and personal and social education. The issues raised at the time of the last inspection have been dealt with. Parents and pupils are consulted regularly through questionnaires and kept informed about events in school through a weekly newsletter.

Governance is satisfactory. The governors are highly supportive of the school and proud of its achievements. They ensure that all statutory requirements are met and that finances and resources are deployed well. They have now begun to hold the school to account more effectively and to ask challenging questions.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Inspection judgements

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

### 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>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

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

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	2

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

Higher Walton Church of England Primary School

Rosewood Avenue

Higher Walton

Preston

Lancashire

PR5 4FE

5 October 2006

Dear Pupils

Thank you for making me so welcome when I visited your school last week. I very much enjoyed meeting you and talking to so many of you about your work. You obviously enjoy school very much and appreciate the many activities that your teachers organise for you.

I thought your singing in the hymn practice was wonderful – I wish I could do the actions to the songs as well as you can. I also enjoyed watching you and your parents and teachers at the ‘wake and shake’ session on Friday morning.

You try hard to be fit and healthy and your friendliness and good manners create a very pleasant atmosphere in school. You work hard in class and work well with each other. Your teachers plan interesting lessons with lots of different activities. You told me that you think your work is marked very well and that you enjoy having targets so that you know how well you are doing and how to improve your work. The school takes good care of you and makes sure that you are safe. All the extra activities you take part in help to prepare you for the next stage of your education. The headteacher and all the other teachers are working hard to help you to achieve the best you can.

To try to help you to do even better, I have asked your teachers to make sure that there is always extra challenge, particularly in mathematics, so that you can achieve the highest possible standards. I have also asked them to help you to understand more about the lives and beliefs of the many different types of people who live in Britain today.

I wish you all good luck in the future.

With very best wishes

Judith Straw

Inspector