

Goosnargh Oliverson's Church of England Voluntary Aided Primary School

Inspection report

Unique Reference Number	119564
Local Authority	Lancashire
Inspection number	291464
Inspection date	24 May 2007
Reporting inspector	E Jackson

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	152
Appropriate authority	The governing body
Chair	Rev Timothy D Wilby
Headteacher	Mrs Joanne Longworth
Date of previous school inspection	1 November 2002
School address	Goosnargh Lane Goosnargh Preston Lancashire PR3 2BN
Telephone number	01772 865396
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This is a smaller than average primary that draws its pupils from a fairly affluent area. Almost all pupils are of White British heritage, with very small numbers from minority ethnic or mixed heritages. Almost all the pupils speak English. A small number of recently admitted children are at an early stage of learning English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is well below average, as is the proportion entitled to free school meals. Children's skills at entry to Reception are generally well above those expected for their age. Private day and after school care offered in the school has been separately inspected.

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 has maintained its strengths since its last inspection, and improved in some areas. Some aspects of its provision are outstanding. The inspection confirms the views of the large majority of parents who find this school to be dynamically led and their children enthusiastically and skilfully taught. Pupils are safe, very well-cared for and enjoy their time in school enormously, as their excellent attendance shows. They show in their understanding and commitment to healthy lifestyles that the school's achievement of the national Healthy School award is deserved.

Results in national tests show that standards in English, mathematics and science have been exceptionally high by the end of Year 6 for some years, and pupils' achievement across the school is good. Attainment in English has risen well in the last few years. However, despite well above average attainment overall, a small number of the most able pupils did not achieve the challenging targets set for them in mathematics and science last year. The school considers that the current Year 6 pupils have reached exceptionally high levels, and is expecting to exceed its challenging targets. Results from the 2006 national tests show that standards are also significantly above average by the end of Year 2, although fewer pupils than usual reached high levels in writing. Progress is good across the school. Changes in Reception provision have been effective and it is now good. Parents praise the way these young children have settled and love learning. One said, 'Many of us are amazed at how well our children have improved.'

Pupils' personal development has improved since the last inspection and is now excellent, as is their spiritual, moral, social and cultural development. Older pupils are great ambassadors for the school. They show in their mature and sensible approach how effectively the staff support them to develop excellent personal skills. Behaviour is outstanding in and around school, and pupils' commitment to learning is strongly evident in lessons. Pupils make a very positive contribution to the school and local community, and are extremely well prepared for the next stage in their learning.

The quality of provision is good across the school. Teaching and learning are good, and sometimes outstanding. The pupils say that the best things about the school are the teachers and learning. The staff's lesson planning is detailed and pupils know what they are expected to learn. The curriculum is good and there are well-attended after-school clubs and many interesting enrichment activities. For example, a Shakespeare play is performed to very high standards by Year 6 pupils each year. Recent curricular planning, based on establishing links between subjects, is beginning to have a positive impact on the work of the school, and the staff intend to extend this initiative. The staff's care for the pupils is excellent, and their guidance and support for pupils needing specific extra help are good.

Leadership and management are good. The headteacher provides dynamic and effective leadership. She is supported well by the rest of the staff, governors and almost all parents. She has instigated changes to teaching and the management structure that have empowered other senior leaders. They have taken on increased responsibilities successfully and are strongly committed to further professional development. A small group of parents expressed concern about some aspects of the headteacher's management style. The inspection finds that the school is improving under her leadership, and is well placed to continue to improve.

What the school should do to improve further

- Ensure that all potentially high attaining pupils achieve the standards they are capable of in mathematics and science.

Achievement and standards

Grade: 2

Standards are consistently and exceptionally high and achievement is good. Children enter the school with skills well above those expected in some areas of learning, particularly in language development, although broadly average in physical and creative development. They make good progress in Reception in all the areas of learning, and are well-equipped to make further progress in Year 1. Pupils generally achieve well in Years 1 and 2, developing very good reading and particularly mathematical skills. In 2006, fewer Year 2 pupils than usual reached above average levels in writing. Improved procedures have led to much better results in national assessments this year. Progress is good across Years 3 to 6 and pupils reach well above average levels in Year 6 national tests. The school is confident that higher attaining pupils in mathematics and science are in line to meet the challenging targets set for 2007.

Personal development and well-being

Grade: 1

Pupils' personal development is outstanding and their well-being is promoted very well. Spiritual, moral, social and cultural development is also excellent, in keeping with the school's Christian mission. The atmosphere in the school is cheerful, purposeful and well ordered, so that planned activities take place effectively. Visiting specialist staff report that the pupils are a delight to work with, as they know what is expected of them, and their behaviour is exemplary. Pupils take part in assembly reverently, and sing with joy and enthusiasm. Members of the large school council exemplify the responsible attitudes shown by all the pupils. They understand their community role, and welcome the opportunity to help others in school and the wider community through charitable collections. The healthy school meals are welcomed by the pupils and they are proud of the school's healthy school status. The school has good links with local businesses that add to pupils' excellent preparation for their future working lives.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good and occasionally outstanding. Pupils respond very well to the staff's enthusiastic and good natured approach, trying hard to achieve the challenging targets set for them. Year 6 pupils represent the outcome of the school's commitment to developing pupils' thinking and problem-solving skills alongside their personal qualities of sensible behaviour and commitment to learning. For example, they discussed complex themes in 'Hamlet' of betrayal, madness and possible suicide with concentration, maturity and sensitivity. Year 2 pupils displayed high levels of skill in information and communication technology (ICT) for their age in making slide shows with added pictures to illustrate clever riddles they had written. This is because the quality of teaching meets the school's high expectations and promotes good and sometimes outstanding learning. Teachers' marking and assessment of pupils' work

is thorough and informative, asking them to think about their work and giving them pointers for improvement.

Curriculum and other activities

Grade: 2

The good curriculum is well enriched by extra-curricular clubs, visits, including residential visits, and by visiting specialists in music, physical education and the arts. There is a strong and very effective focus on English, mathematics, science and ICT, adapted well to meet individual pupils' needs. The staff are working to develop more effective links between subjects to enliven pupils' learning. They also each teach their specialist area for a session each day on a rolling programme for all classes. This very popular carousel approach currently includes French, drama, ICT, global awareness, personal, social and health education, emotional well-being (yoga), and healthy lifestyles (dance). The staff also plan weeks themed to a particular topic such as citizenship. Pupils and parents all praise the fun and challenge in these activities.

Care, guidance and support

Grade: 2

Care, support and guidance are good overall. All required child protection and safeguarding procedures are in place. Care is excellent. A parent described how her child received help from the learning mentor 'that helped her to deal with things that she could not.' Support staff offer good help to pupils with learning difficulties and/or disabilities, and those recent entrants who have little English. The school has good links with local authority support services that are called on when needed. One parent stated that, 'The school is 100% committed to my child being in mainstream, and have put all the correct support in place to ensure progress at the right level'.

Leadership and management

Grade: 2

Leadership and management are good, founded in high expectations for pupils' progress and personal development. One parent expressed the view that, 'Every element of the ethos of the school is managed and executed excellently.' The headteacher sets the tone for learning in a dynamic and energetic manner, enthusing staff, pupils and almost all parents and governors. With the support of the staff, she ensures that all pupils have full access to all the school's opportunities. Other staff in the senior leadership team value the way she involves them fully in the leadership and management of the school and supports their continued professional development. Improvement planning is soundly based in good school self-evaluation involving the whole school team. The school council is involved in interviews for new staff who praise the school's induction and support procedures. Leadership of the governing body has changed recently following resignations. Governors fulfil their roles effectively, and monitor the work of the school through discussions with staff, visits to classrooms and sub-committee meetings. The chair of governors knows the school well, and leads collective worship regularly. The school continues to give good value for money.

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Annex A

Inspection judgements

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

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

Personal development and well-being

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

The quality of provision

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

¹ 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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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	2
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

Annex B

Text from letter to pupils explaining the findings of the inspection

28 May 2007

Dear Children

Inspection of Goosnargh Oliverson's Church of England Voluntary Aided Primary School, Preston,
PR3 2BN

Thank you for looking after me so well when I visited your school before half-term. You will remember that I came to check how well your school looks after you and helps you to learn.

You and almost all your parents told me that Goosnargh Oliverson's is a good school with some outstanding aspects. I agree with you. My findings are that you receive a good education because your school is well led and managed and the teaching is good, helping you to reach very high standards by Year 6. The staff care for you very well, make sure that you are safe, and help you learn about healthy lifestyles. I have asked them to make sure that all of you reach the highest levels you can, especially in science and mathematics. This might mean extra work for you, but I think you'll enjoy it.

You play a strong part in the school's good work. You work hard, try your best and care for one another really well. This supports the staff and your parents in ensuring that your personal development is outstanding, including your behaviour and attitudes to learning. When I was talking to you, I was impressed by your politeness, your enthusiasm, and your confidence. Oh yes, and your helpful answers to my questions!

There are exciting things going on in your school. I know that you like the 'carousel of learning' where you learn new ideas and skills. I understand that the staff are going to try to use this idea more in making links between different areas of learning to help you even more effectively. Then, Year 6, you may find that, 'There are more things in heaven and earth ... than are dreamt of in your philosophy.'

With best wishes for your futures

Yours sincerely

Eric Jackson

Additional Inspector