



Hesketh-with-Becconsall All Saints CofE School

Inspection Report

Better
education
and care

Unique Reference Number 119566
Local Authority Lancashire
Inspection number 291465
Inspection dates 12–13 September 2006
Reporting inspector Gordon Alston

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

Type of school	Primary	School address	Shore Road
School category	Voluntary aided		Hesketh Bank, Preston
Age range of pupils	4–11		Lancashire, PR4 6RD
Gender of pupils	Mixed	Telephone number	01772 812630
Number on roll (school)	188	Fax number	01772 814721
Appropriate authority	The governing body	Chair	Mr Gerallt Evans-Hughes
		Headteacher	Mr Lawrence Smye-Rumsby
Date of previous school inspection	Not previously inspected		

Age group	Inspection dates	Inspection number
4–11	12–13 September 2006	291465

© Crown copyright 2006

Website: 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 two Additional Inspectors.

Description of the school

This is a smaller than average sized school close to Preston. It serves a rural area with little signs of social and economic deprivation. Since the last inspection, it has undergone extensive building work leading to improved accommodation. Attainment of children entering the school varies from a level reached by most children nationally in some years to above in other years. All pupils are from White British backgrounds. A small percentage of pupils are entitled to a free school meal. The proportion with learning difficulties or disabilities is below average. In the last two years, there have been three new teachers appointed to the school and last October a new deputy headteacher.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Inspectors and the school agree that the school's effectiveness is satisfactory and gives satisfactory value for money. A prominently displayed motto 'What you are, is God's gift to you, what you become is your gift to God' is central in the school's thinking. It accomplishes this successfully by developing well-behaved, responsible pupils with good positive attitudes to learning. But, recently, its success in terms of pupils' academic achievement has not been as strong.

The most recent results for the school, 2005, show that pupils by the end of Year 2 attain average standards and above average standards by the end of Year 6. These results indicate that pupils make satisfactory progress in relation to their level of ability on entry to the school. This means that the progress pupils make has slowed compared to that in previous years. Current progress in lessons is satisfactory in Years 1 to 6.

Leadership and management are satisfactory with good features. The headteacher has ensured that there is a high level of care that puts the pupils' well-being at the forefront of school life. This sets a good climate in which pupils can learn. The rate at which pupils progressed slowed when the headteacher's time and energies were concentrated on resolving staffing, management and building issues. This resulted in a weakening in the monitoring of standards and the quality of teaching. During this time, weaknesses in teaching and learning were identified but not remedied quickly enough. The difficulties faced by the school have been resolved. The headteacher, ably supported by the new deputy headteacher, has brought the rigour back to monitoring teaching and learning. There is evidence of a rise in standards through improved teaching and learning. This supports the view that the school now has a good capacity to move forward. This is further shown by the school's accurate evaluation of its performance. For example, it already has an overall improvement plan target aimed at 'ensuring all pupils are stretched in their mathematical learning'.

Teaching and learning are good in Reception and satisfactory, with some good features, in Years 1 to 6. Pupils are motivated learners because teaching is lively and fast-paced. Recent improvements in the teaching of writing have increased the rate at which pupils learn. For example, the effective way that teachers use assessment of writing means that pupils write to higher standards because they clearly know what they need to do to improve their work and then do it. Weaknesses in the teaching of mathematics do not provide pupils with sharp enough mental or problem-solving skills. Assessment of pupils' mathematical work is not always used well in setting work for more-able pupils. This means that the work is too easy and they do not make the progress they should.

The curriculum is well planned and effectively broadens pupils' learning experiences including learning a foreign language. Pupils relish the opportunities the school gives them to accept responsibility and make a meaningful contribution to the school community. Pupils know how important it is to be active and stay safe. They enthusiastically attend the many out of school sporting clubs and strive to be healthy in their efforts to achieve Healthy School status. The school provides a friendly, caring environment for its pupils and parents. This helps develop a warm community feeling

where good relationships flourish and all feel valued and safe. Pupils enthuse about school life as seen in the happiness displayed by Reception children as they dashed into school smiling and waving for their first full day.

What the school should do to improve further

- Improve teaching in order to increase the rate of progress made by pupils in all their lessons, especially for junior pupils.
- Improve the teaching of mathematics especially the teaching of mental calculation skills and strategies, and problem-solving skills.

Achievement and standards

Grade: 3

The achievement of all pupils is satisfactory. There is no difference between the achievement of boys and girls. In the Foundation Stage, children make good progress. Across both infant and junior classes pupils make satisfactory progress. Achievement in English and most aspects of mathematics is satisfactory. In mathematics, pupils do not have sharp enough mental or problem-solving skills and the more able pupils are not always sufficiently challenged and this restricts the progress they make.

By the end of the Foundation Stage, most children reach the expected levels in all areas of learning and some reach higher levels. In the 2005 national tests, results were average at Year 2 and above average at Year 6. Evidence from the school's own data for 2006 shows an improving picture in Key Stage 1 and a similar picture in Key Stage 2 to previous years. Pupils made satisfactory progress. This means that the progress pupils make in Key Stage 2 has slowed compared to that in previous years.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good, reflected in this happy school where good relationships exist at all levels. Behaviour is good. Pupils actively try to keep themselves healthy and know how to keep safe. For example, they understand about road safety. Year 6 pupils feel their teachers prepare them well for moving on to high school by giving them more independence and setting homework regularly. All year groups contribute well to their school community through caring for each other and joining in with school events. They are confident and take full advantage of the very good opportunities to take on responsibilities and to express their views. The spiritual, moral, social and cultural aspects of their development are all good, and they are proud of their support for a village in India and other charities nearer to home. At present, pupils have little first hand experience or understanding of Britain's multicultural society.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. In the Foundation Stage, teaching and learning are good and in Key Stages 1 and 2 satisfactory with a number of good features. Lessons are usually well-planned with tasks matched to pupils' needs. In most lessons, there is lively delivery by the teacher and a good pace of learning. In mathematics, whole class activities at the start of lessons are too often aimed at average ability, with support for less able pupils, and do not challenge the more able sufficiently. There is insufficient emphasis on developing pupils' mental skills and mathematical thinking. Limited opportunities are provided for pupils to solve problems and links are often missed with how mathematics relates to everyday life. There are significant strengths in the teaching of English. For example, recent improvements in the teaching of writing are raising standards. This is because teachers use assessment well to support learning and to ensure that the work set helps pupils improve on their previous efforts. In all lessons, teachers and their assistants work well together to give less able pupils the support they need. As a result they make similar progress to their classmates.

Curriculum and other activities

Grade: 2

The curriculum provides a rich and varied range of learning experiences enhanced by well chosen visiting speakers and educational trips. This ensures that pupils are motivated to learn because of the interest these learning opportunities engender in them. The provision for learning a modern foreign language is good and pupils learn with enjoyment. The school provides well for pupils' personal development through teaching how to keep healthy and safe, and by providing opportunities for pupils to show initiative, to voice their opinions, to serve their school and to support charities both at home and overseas. There is a wide range of clubs and other activities, some run by the children themselves, which contribute to their enjoyment and well-being.

Care, guidance and support

Grade: 2

Procedures for child protection and all risk assessments are in place. Pupils know who to turn to with problems and strong relationships develop with staff to help pupils feel safe and secure. The strong partnerships between teachers, support staff, parents and outside agencies make an effective contribution to pupils' achievement and personal development. The school has a good understanding of how well pupils achieve academically and in their personal development because of sound tracking procedures. Systems of assessment are good but not always used well in challenging more able pupils in mathematics. The early identification of pupils with extra needs ensures that they receive good support. The strong induction procedures help pupils settle quickly and well into school routines.

Leadership and management

Grade: 3

Leadership and management are satisfactory, but it is an improving picture. The senior managers, comprising the headteacher and recently appointed deputy headteacher, form an enthusiastic and committed duo who share a clear vision of how they want the school to develop. Prior to the deputy headteacher's appointment, the headteacher's role in monitoring teaching and standards was weakened mainly due to the time spent resolving concerns in teaching and management, alongside overseeing major building developments. As a result, there were insufficient improvements in the quality of teaching, which in turn led to a fall in pupils' progress in 2005 and 2006. Having now rectified these issues and by sharing management responsibilities with the new deputy headteacher, there has been the opportunity to bring the rigour back into monitoring school performance. This is evidenced in an improvement in progress in writing which was an area highlighted for improvement. Through good evaluation of performance, the school correctly identifies key areas for improvement. The school has good support from the governors, several of whom are new to their role. The chair, in particular, brings skills as a critical friend and good ideas that benefit the management of the school. There have been good improvements made on the issues raised in the last report.

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.

Inspection judgements

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

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	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

How well do learners achieve?	3
The standards ¹ reached by learners	2
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	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	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

How effective are teaching and learning in meeting the full range of the learners' needs?	3
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.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
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	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
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

Hesketh-with-Becconsall All Saints CofE School

Shore Road

Hesketh Bank

Preston

Lancashire

PR4 6RD

12 September 2006

Dear Pupils

I am writing this letter after thinking about the two enjoyable days we spent in your school. We came to see how good your school is, and you had just as important a role in this as your teachers had. You did not let the school down in any way. Your friendliness, good behaviour and the way you get on with one another are a credit to you all. These qualities helped us to judge just how good your school is in helping you to grow and learn.

So, what did we think after these two days? I know your teachers were a little worried about inspectors coming, but our report should help them feel good about all the hard work they do. The inspection found that your school is a satisfactory school with some good features. I always ask pupils their views of the school and one girl replied, 'Everyone is happy here and care about each other'. She is right; your school is a happy, caring school. You have a good team of adults led by a hard-working headteacher and deputy and a school where everyone wants you to do as well as you can, be happy, safe and healthy. Your teachers try to make learning interesting and arrange lots of visits for you to go on and visitors to talk to you. We were pleased to see how hard you work, but equally important is how well everyone gets on. We saw lots of pupils who have responsibilities and jobs to do, and who do them well.

Everyone wants your school to become a good school and we have recommended your school to concentrate on specific things. We have asked your teachers to really push you hard with your work to try and increase the progress you make in all their lessons, especially junior pupils. I know some of you found the work a little easy at times and did not feel challenged. We also want to see an improvement in the teaching of mathematics especially the teaching of mental and problem skills and getting pupils to talk more about how they did their sums and share their ideas. I know some of you found it hard at times to explain how you had got your answer. You can also help by telling your teachers if work is too easy and by looking for different ways of doing sums to share with other children who may not have thought of that way.

The inspection team wishes you well and good luck for the future.

Gordon Alston

Lead inspector