



Farington St Paul's Church of England Primary School

Inspection Report

Unique Reference Number 119612
Local Authority Lancashire
Inspection number 291481
Inspection dates 21–22 September 2006
Reporting inspector Eric Jackson

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

Type of school	Primary	School address	Croston Road
School category	Voluntary aided		Farington Moss, Leyland
Age range of pupils	4–11		Lancashire, PR26 6PR
Gender of pupils	Mixed	Telephone number	01772 336166
Number on roll (school)	168	Fax number	01772 336166
Appropriate authority	The governing body	Chair	Mr Peter Balmer
		Headteacher	Mr David Garstang
Date of previous school inspection	Not previously inspected		

Age group	Inspection dates	Inspection number
4–11	21–22 September 2006	291481

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Pupils' attainment at entry is broadly average. Although socio-economic circumstances locally are broadly average, the proportion of children taking free school meals is below average. There are less children with learning difficulties and/or disabilities than average, but there is an above average number with statements of special educational needs. All the children are of White British heritage. Significantly more children joined the Year 5 and 6 classes in the last two years than is usual nationally.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school, with some strengths and some weaknesses. The school cares for its pupils well, safeguarding their interests and well-being very effectively. Achievement is satisfactory and pupils respond well to the school's positive atmosphere. Their personal development is good and attendance is above average. Pupils conduct themselves sensibly and safely in lessons and around the school. Parents support the school strongly, some summarising it as, 'fantastic'. There are good partnerships with other schools and institutions. Although the school is effective overall, as at the last inspection, its use of monitoring and evaluation information to promote improvement is inadequate in mathematics and science.

Provision in Reception is satisfactory and children attain nationally expected levels. Achievement is good in Years 1 and 2. In Years 3 to 6, it is at least satisfactory in English. It is also satisfactory in mathematics and science other than for a small number of pupils, whose additional needs were not identified. Overall standards are broadly average at the end of Year 6. Standards in English are generally above average, but remain just below average in mathematics and science. The results in 2005 and 2006 were also adversely affected by the number of late entrants to Year 6 who had learning difficulties. Pupils with learning difficulties and/or disabilities make satisfactory progress.

The school is beginning to address the weakness in how it identifies the additional learning needs of all pupils. Currently, from the school's assessment data, pupils in Year 6 are already achieving higher levels than reached last year, and there is evidence of better progress for Year 3 and 4 pupils. However, some Year 5 pupils have not made enough progress.

Teaching and learning are satisfactory with good features, an improved picture since the last inspection, leading to good progress in reading and improved progress in writing. Pupils' communication skills are promoted particularly well.

Leadership and management are satisfactory. The atmosphere for learning promoted by the headteacher, staff and governors is good. However, whilst it is satisfactory overall, a small but important part of self-evaluation is the key weakness that slows the progress some pupils make. Staff gather significant data about progress as pupils move through the school. The focus of staff development currently is on using the evidence of pupils' learning more effectively. This work has already helped the staff plan more effective learning tasks for pupils across the school. The capacity to improve is satisfactory.

What the school should do to improve further

- Raise standards in mathematics and science by identifying and providing extra help for pupils who need it.
- Monitor the effectiveness of staff's recording and use of information from pupils' assessment to ensure that it helps to increase the rate at which pupils make progress.

Achievement and standards

Grade: 3

Achievement is satisfactory, including for Reception children who reach the nationally expected levels. Pupils make good progress in Years 1 and 2 and attain above average standards. Standards by the end of Year 6 are broadly average. Results in national tests in English for Year 6 pupils have been above average for over four years, representing satisfactory achievement. For mathematics and science, standards have been just below average, indicating that achievement, although satisfactory for the large majority of pupils, is adversely affected by that of a small number of pupils who did not do as well as they should.

Pupils develop particularly good skills in speaking and listening, and in reading. Pupils also do well in mathematics and science by Year 2. However, there is a legacy of poorly directed support for a small number pupils in Years 3 to 6 in mathematics and science that has led to their making inadequate progress. This weakness is being addressed through the enthusiasm and renewed focus of newly appointed subject leaders for mathematics and science, working closely with local authority consultants. Their clearer concentration on standards and achievement has already highlighted previously overlooked areas for improvement.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good, confirming the school's and parents' views. Pupils' spiritual, moral and social development is good: cultural development is satisfactory. Pupils respond well to the school's Christian ethos. They work with a range of charities and make a positive contribution to the community. The school council also makes a good contribution to making the school a happy and safe place. Behaviour in classrooms and around the school is good overall, with very good behaviour observed in some lessons. Pupils are friendly, confident and courteous around school and generally attentive in class. The school promotes these values well. Pupils say that they feel safe and happy, and enjoy their time in school, confirmed by their good attendance. Children in the Reception class settle very quickly and develop confidence and independence well. Healthy choices at lunchtime and the many opportunities to take part in sport and exercise ensure that pupils learn to develop healthy lifestyles. Whilst they develop their literacy skills to prepare them for the future, some pupils' mathematical and scientific skills are not as high as they could be.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory with some good features. Recent changes to the school's staff and changed roles of responsibility have begun to refresh the school's approach to pupils' learning. The staff's growing understanding of the better use of assessment information to plan new learning is also beginning to take effect. Key staff are working with local authority consultants to develop more effective systems to engage pupils even more in learning and to help pupils know what they need to do next to improve. The good effects of this are already evident in the way the staff ask sharply focused questions, or encourage the pupils to analyse their own learning at the end of lessons. The pupils' confidence in themselves has grown because of this, and older pupils have begun to describe their learning and progress with some authority. Working in cramped accommodation hinders some pupils' progress, particularly in Year 1 and Year 3/4. This is because they cannot access their own resources nor engage in practical tasks without disturbing others.

Curriculum and other activities

Grade: 3

The school provides a satisfactory curriculum that generally meets the needs and capabilities of all learners. However, the needs of some pupils in mathematics and science are not always met. Children in the Reception class experience a good range of practical activities, giving them effective first hand experience. A good programme of personal, social, citizenship and health education develops children's knowledge of relationships, substance abuse and citizenship. This supports well their understanding of how to live safely and healthily. Pupils with learning difficulties and/or disabilities make satisfactory progress. They are fully included in all activities and receive effective support from teaching assistants. The curriculum is enriched by a range of activities, particularly sport and games. Educational outings enrich learning further. For example, pupils spoke enthusiastically about the residential visit to an outdoors pursuit centre.

Care, guidance and support

Grade: 3

Guidance and support are satisfactory and the provision for pupils' care is good. Pupils recognise that they are well cared for and that the school ensures that they are safe. There are clear procedures and systems in place to support vulnerable children. Child protection procedures are in place. There are good procedures to ensure children settle quickly when they start school and there is a smooth transition to secondary education. Arrangements to track pupils' academic progress are effective for most pupils in ensuring that challenging targets are set, although a few pupils' underachievement is sometimes missed. Further staff development is focused on ensuring that those pupils who need extra help are identified and given effective support. This is timely.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher sets the tone of the school effectively. He ensures that pupils' personal development is good, and that there is an atmosphere of calm industry. He is supported well by the enthusiastic staff in this, and supported effectively by governors. He knows from his evaluation that measures taken to raise standards in mathematics and science have not been fully effective. He is determined to crack this, and has welcomed the local authority's recent help in finding an effective solution. Improvement has been satisfactory since the last inspection. The school has maintained its strengths in pupils' personal development, eradicated unsatisfactory teaching, and made improvements to the accommodation. Standards have risen in mathematics and science compared to the national average, as required in the last inspection, but achievement of some pupils is still unsatisfactory. School self-evaluation is satisfactory overall, but there has been a weakness in the use of assessment information to focus resources accurately to help pupils falling behind in mathematics and science. This situation is improving as new subject leaders get to grips with their roles. With help from local authority consultants, they have accurately identified which pupils have not made expected progress. They have devised credible action plans to remedy identified pupils' underachievement. Because of this, the school's capacity to improve is satisfactory and it provides satisfactory value for money.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	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?	3
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
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	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	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	3

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?	3
How well are learners cared for, guided and supported?	3

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	3
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

Farington St Paul's Church of England Primary School

Croston Road

Farington Moss

Leyland

Lancashire

PR26 6PR

25 September 2006

Dear Children

First of all, let me thank you for looking after us when we visited your school. You were polite and thoughtful, answering our endless questions with patience and enthusiasm. You told us (and so did your parents) that you really like this school and enjoy your work and play. That much is clear. I saw a very good example of this in Year 2 when they yelled a noisy poem at me that one of them had written. I also enjoyed the older children's class assembly, and as a dad and granddad, I was moved by some of your comments about heads of families.

You will remember that our job is to see how well your school helps you to be safe and to grow and learn. We feel that St Paul's is a satisfactory school with some good features. You told us that it is a very safe place and that the staff look after you well, and help you develop healthy lifestyles. We agree with you. We were impressed by how well you behave, and how well you get on with each other. You and your parents also felt that most of you do well in your work. We agree, but feel that some of you could do a bit better, especially in science and mathematics in the juniors.

We have asked the staff to check carefully which of you could improve in your work, and to help you do that. This might mean more and harder work for some of you, but you seem to enjoy working so I am sure that you will rise to the challenge. In fact, if you keep on working as you have so far, I am sure that the improvements we would like to see will soon be achieved.

With best wishes for your futures, wherever they may take you,

Eric Jackson, Lead Inspector; Jean Havard, Additional Inspector; Jim Waddington, 'Shadow' Inspector.