

Nateby Primary School

Inspection report

Unique Reference Number	119140
Local Authority	Lancashire
Inspection number	313196
Inspection date	14 February 2008
Reporting inspector	Brian Dower

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	59
Appropriate authority	The governing body
Chair	Mr Bob Lewis
Headteacher	Mrs Suzanne Chambers
Date of previous school inspection	1 June 2004
School address	Longmoor Lane Garstang Preston Lancashire PR3 0JH
Telephone number	01995 602945
Fax number	0000

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Introduction

This inspection was carried out over one day by an Additional Inspector. He evaluated the overall effectiveness of the school and investigated the following:

- standards and achievement in English
- the school's assessments and tracking of pupils' progress
- the rigour of the school's self-evaluation processes
- the quality of subject leadership.

Evidence was gathered from: published national assessment data; discussions with pupils, the headteacher, the chair of governors and two of his colleagues; observations of parts of lessons; analysis of school documentation; samples of pupils' work; and the parental questionnaire returns. Other aspects of the school's work were not investigated in detail, but the inspection found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified and these have been included where appropriate in this report.

Description of the school

This is a small rural school which serves an area of mixed social and economic characteristics. Most pupils are from a White British background and none has English as a second language. Pupils are taught in mixed-age classes. The proportion of pupils with learning difficulties and/or disabilities is below average but the proportion of pupils with a statement of special educational need is average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school. From broadly average starting points, pupils achieve exceptionally well. The number of pupils assessed or entered for national tests in any one year is very small and therefore it is the pattern of results over time which is a relatively reliable indicator of how well they are doing. Standards are well above average in mathematics and science as was reflected in the 2007 results of national tests. The school exceeded its 2007 performance targets in both of these subjects. Excellent progress was seen in the work pupils are doing now. The test results for English in 2007 were closer to average especially in writing. This is linked to the lower ability of pupils especially in language and communication. Nevertheless, most achieved well and reached the performance targets set for them. Pupils currently in Year 6 write fluently and imaginatively. One example of very high quality poetry is; 'Summer blasted spring aside. The world could feel its rage.' The school's rigorous assessments and tracking show that their rapid progress is leading to very good levels of achievement and much higher standards. This is a significant improvement from the time of the previous inspection when standards in English were below average.

This is a school where pupils and parents value the exceptional care and support afforded to every child. As a result their personal development, including their spiritual, moral, social and cultural development, is excellent. Pupils have a good understanding of the diversity of society because of the links with a large and culturally mixed urban school in Accrington. Behaviour is excellent and pupils are keen to learn. They are confident, articulate and self-reliant. They make their views known by talking directly with the headteacher about any concerns or suggestions for improving the school. They have contributed ideas for the design of the grounds so that the younger children are not segregated and all can play together. Pupils feel safe and secure, enjoy their work and talk enthusiastically about the out-of-school activities many of them are involved in. The older pupils take on responsibility by helping the younger children at lunch and break times and all are involved in the local community through fund raising activities. The Macmillan coffee morning, for example, is organised by Year 6 pupils and they do the baking and serve at tables. The school gives a high priority to health and physical activity and has achieved a national Healthy Schools Award and are taking part in a national physical education initiative. As a result, pupils are very aware of how to stay fit and well and eat healthily. They enjoy being energetic and take plenty of exercise. Attendance rates are well above average and pupils are punctual in getting to school and to lessons. The pupils' high academic standards and their personal qualities equip them extremely well for the next stage of their education.

Teaching and learning are excellent. Pupils have the ability to concentrate for extended periods and work independently. Working relationships are very good and pupils know how to collaborate in group activities. They are clear about how well they are doing and what they must do to get better. Very good marking was seen in pupils' books in terms of its regularity and detailed guidance. Lesson planning and the use of varied learning activities to meet the needs of all pupils are strengths. Teachers have high expectations, tempered with a supportive and encouraging approach. Very good use is made of information and communication technology as a teaching and learning aid, and pupils' skills in its use are well developed. Pupils benefit from an excellent curriculum which has a very good balance between provision for basic skills and that for increasing their understanding of the wider world. There is effective additional provision to support the less able pupils and booster sessions to challenge the higher attaining

boys and girls. Standards are particularly high in English, mathematics and science and in subjects like physical education, French, music and religious education because of specialist teaching and excellent subject leadership.

Leadership, management and governance are excellent. Governors are fully involved in the life of the school and know the pupils and their families well. They work closely with a headteacher who is providing strong leadership. She gives clear direction to the school's work which has led to the high quality of care and well above average standards. Committed teachers, learning assistants and administrative support staff support her well. They work hard to ensure that every pupil has the best possible start to their education. Forward planning is excellent because self-evaluation is rigorous and accurate and built upon wide consultation. Good use is made of challenging performance targets to raise standards and there are excellent partnerships with other schools to secure specialist resources. Child protection procedures are in place, safety audits are conducted on a regular basis and risk assessments are carried out for all activities, particularly for trips away. There have been significant improvements in provision since the previous inspection and the school is excellently placed to improve further.

Effectiveness of the Foundation Stage

Grade: 1

Children's development when they start in September in the Reception year is typical for that of their age. They then make excellent progress in developing their social and communication skills and by the following summer these are more advanced than typically expected for children entering Year 1. They have learnt to share and play together and are aware of their own needs and those of others. They enjoy talking about their experiences and listening to each other and adults. Such exceptional progress is down to stimulating teaching which encourages children to find out things for themselves and to be adventurous in their play. There have been significant improvements in the quality of the indoor and outdoor learning environment since the previous inspection and there is now a wide range of equipment and materials to enable the children to explore the world around them. The excellent leadership and management of the Reception year ensure that children settle quickly and gain in confidence because they feel safe and secure.

What the school should do to improve further

There are no major issues additional to those already identified in the current school improvement plan.

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Annex A

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?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

Achievement and standards

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

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 extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	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?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

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?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

16 February 2008

Dear Pupils

Inspection of Nateby Primary School, Lancashire, PR3 0JH

Thank you for the warm welcome you gave me when I visited your outstanding school. I enjoyed the day I spent with you and only wish that I had had more time to see all the interesting things you are doing in lessons and in your out-of-school activities. Please thank your parents for the comments they sent me about your school. You are working hard and are keen to learn. As a result, you are making excellent progress and reaching high standards. You are confident young people and have very good basic skills and the personal qualities to make the most of your education and to get a good start in life.

The care and guidance you receive are excellent. You spoke warmly about your small school and you particularly like being known as individuals by everyone who works there. This makes you all feel special and a part of a friendly and happy community. It was a pleasure for me to see so many smiling faces.

The youngest children get an excellent start in the Reception year and they settle quickly and become confident. The older pupils are mature and have the ability to work independently. They take on many responsibilities and give a lot of help to their teachers and the younger children.

Your teachers and the learning assistants work to give you the best possible education. They have plans to improve the quality of provision further and I know that you are looking forward to the opening of your new library. I was especially interested in looking at your writing during my visit and the work was full of imaginative stories and clear and accurate factual accounts. I was particularly impressed with the quality of the poetry you are writing. It is some of the best I have ever read.

I know that you will continue to work hard and strive for even higher standards in your work. I send you my best wishes for the future.

Yours sincerely

Brian Dower

Inspector