

# Kirkham and Wesham Primary School

Inspection report

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<b>Unique Reference Number</b>	119145
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	313197
<b>Inspection dates</b>	9–10 October 2007
<b>Reporting inspector</b>	Jonathan Sutcliffe

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	175
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Michael Moore
<b>Headteacher</b>	Mrs Rhiannon Jones
<b>Date of previous school inspection</b>	1 February 2004
<b>School address</b>	Nelson Street Kirkham Preston Lancashire PR4 2JP
<b>Telephone number</b>	01772 682866
<b>Fax number</b>	01772 686126

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## Introduction

The inspection was carried out by two Additional Inspectors

## Description of the school

Kirkham and Wesham Primary is smaller than average. The proportion of pupil's eligible for free meals is just below average. A broadly average number of pupils have learning difficulties and/or disabilities. There is a small but increasing number of pupils who require support for English as an additional language. Children enter the school at the beginning of the academic year in which they become five. Their skills on entry is well below what is typical for their age.

## 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. It has some outstanding features. Pupils receive a good standard of education and the school provides good value for money.

The pupils' personal development and their care, support and guidance are outstanding. All staff promote pupils' safety and well-being and pupils reflect this by showing care and consideration to each other. Pupils gain a good understanding of how to make positive choices and to develop healthy lifestyles. The school's very effective liaison with local schools, including the local secondary school, local authority agencies, parents and the community contribute to the high level of care and support of pupils. Curriculum provision is good and in art it is outstanding. Pupils are interested in their work and want to do well because the good curriculum is enriched with a wide range of interesting activities that extend pupils' experiences and skills. However, there are not enough opportunities for pupils to further improve their writing skills across other curriculum areas. Outdoor provision in the playgrounds and environmental areas is outstanding and provides pupils with excellent opportunities to develop their social and physical skills.

Many pupils enter the school with skills that are well below those typical for their age. As they move through the school they make good progress and achieve well. This is a result of good teaching and the impact on learning of a rich and stimulating curriculum. Provision in Reception is good. As a result, children get off to a strong start in their schooling. In 2006, standards were average at Year 2 in reading, writing and mathematics. In 2007 school data show that standards are improving with more pupils reaching the expected level for their age overall. The number of pupils reaching higher levels in writing improved significantly. Year 6 standards in 2006 were average in English, mathematics and science. In 2007, there was a significant improvement in English, but not enough pupils reached the higher levels in science. More able pupils are not always fully challenged in science lessons so that some of them do not reach their full potential.

Leadership and management are good. The headteacher, fully supported by her colleagues, leads and manages the school well. There is shared vision amongst staff for the school's development and a strong drive for improvement. The school's evaluation of its overall effectiveness is accurate and matched by inspection findings. The school has improved well since its last inspection and has good capacity to do so in the future.

## Effectiveness of the Foundation Stage

### Grade: 2

Children benefit from good provision in the Foundation Stage. From a low starting point they make good progress and by the time they move into Year 1 the development of most children is typical for their age. The good progress is because good teaching provides a rich and exciting range of learning experiences. Leadership and management are good. It ensures that children receive excellent care, guidance and support. Very good use is made of assessment to ensure that individual needs are planned for and met. Parents are closely involved in their child's learning and there are good systems of induction from the local pre-school group. Very good attention is given to the children's personal development including good opportunities to make choices in their daily work. They enjoy their days at school.

## What the school should do to improve further

- Raise standards in science at Key Stage 2 by increasing the challenge for more able pupils.
- Provide more opportunities for pupils to further develop their writing skills across all curriculum areas.

## Achievement and standards

### Grade: 2

Pupils achieve well from a low starting point. They make good progress as they move through the school and by the time they leave at the end of Year 6 standards are average. There are no significant differences between the performance of boys and girls. Pupils with learning difficulties and/or disabilities and those with English with an additional language make good progress because they are effectively taught by teachers and classroom assistants.

The good progress made by children in Reception continues in Key Stage 1. By the end of Year 2 standards in reading, writing and mathematics are average and improving. In writing, the proportion of pupils achieving the higher level has increased significantly this year.

Standards at the end of Year 6 in the 2006 national tests were average in English, mathematics and science. The 2007 results in English improved significantly on the previous year. An impressively higher proportion reached the higher level in reading and writing. Although standards are average overall, in science a low proportion achieved the higher level. This is because in some of their science lessons more able pupils are not given sufficiently challenging work.

## Personal development and well-being

### Grade: 1

Pupils' personal development, including their spiritual, moral, social and cultural development, is excellent. Pupils enjoy all aspects of their learning and say they have good opportunities to learn about many different things that interest them, in and out of the classroom. They work hard in lessons and are keen to do their best and please their teachers. Their attendance is well above average, reflecting their evident enjoyment of school. Pupils' behaviour and their relationships are exemplary. They respect the rights of others to learn and are supportive of each other in the classroom and the playground. Their support for the school community is strong and they are delighted to have played a part in the excellent development of playground facilities in the last year. Pupils are tolerant and have a well developed sense of the needs of others. They welcome pupils from other cultures and countries wholeheartedly, so that these children quickly integrate and feel part of the school community.

The Eco-committee raises awareness of environmental issues and is well on the way to winning a second award which they hope will finance further improvements. Pupils eat sensibly and take plenty of exercise to help them stay fit. Their good basic skills and excellent personal qualities prepare them well for the future.

## Quality of provision

### Teaching and learning

#### Grade: 2

The quality of teaching and learning is good. Teachers have good subject knowledge and a very clear understanding of the learning needs of their pupils. These strengths are put to good use to plan lessons that interest, motivate and support pupils to make good progress. Teachers set tasks at the correct level to challenge pupils of all abilities in English and mathematics, though this is not always the case at the higher levels in science. Where tasks are well matched to pupils' needs, they settle to work quickly and independently, and succeed on their own. This gives pupils a great sense of achievement and contributes very well to their confidence and self-esteem. Teachers create excellent relationships within the classroom. They set a good example for pupils by respecting and valuing all equally. Pupils respond by working well in groups to support each other's learning. Older pupils say this helps them learn better because it is enjoyable to work in teams and they learn a lot from each other. Teaching assistants make a strong contribution to pupils' learning. They are well prepared by teachers on their role and are skilled at supporting pupils to become independent in their learning. All pupils are supported to learn well by teachers' careful marking of their work. Teachers give clear advice on how to improve and they make good use of assessment to plan the next steps in learning for pupils.

### Curriculum and other activities

#### Grade: 2

The curriculum is good and has some outstanding features. It meets national requirements in its provision for all subjects and for the range of pupils' needs. Programmes that provide for the pupils' personal and social needs including their health and safety are excellent. For example, many pupils have a lively start to the day with the 'Wake and Shake' club. There is a good focus on developing basic skills in literacy, numeracy and information and communication technology (ICT), though pupils have too few opportunities to produce good quality writing in other subjects. Provision in art and design is excellent. The high quality displays provide a rich learning environment. Pupils have very good opportunities to learn a musical instrument. For example, all Year 4 pupils learn the recorder. All pupils learn French and enjoy celebrating the annual 'Bastille Day' event. There is good curriculum enrichment through educational visits and the many extra-curricular activities offered to the pupils. The residential visit to York promoted, for example, initiative and team building. The frequently held theme weeks such as global awareness and healthy living further enhance the quality of the curriculum.

### Care, guidance and support

#### Grade: 1

The care, guidance and support of pupils are outstanding. Pupils' excellent relationships with adults make them feel safe, secure and happy in school. Pupils are confident that their teachers will sort out any problems and say that bullying is not an issue in the school. Parents overwhelmingly agree that their children feel safe and happy in school and do not want to stay away, even at weekends. The school's response to individual needs underlines its strong commitment to inclusion. Pupils who join the school from other schools or a different country are quickly integrated and made to feel happy in school. This is because the school works closely with parents and external agencies to provide the best possible support for these pupils. Close links with families ensure that pupils are supported in their learning at home. Pupils with learning

difficulties and/or disabilities are similarly well supported through the effective partnership between staff, parents and external agencies. Arrangements for safeguarding, child protection and risk assessment are in place and the school has a robust approach to medical care and records. Very good assessment systems contribute to effective academic guidance for pupils.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The headteacher has a very clear vision of a caring community in which every child is important. Her inspirational leadership enables those around her to flourish. Together with the deputy headteacher she has successfully brought about a drive for continued improvement. As a result, pupils' personal development and care is excellent and pupils achieve well to reach average academic standards by the end of Year 6.

Leadership at all levels is good. An effective governing body has a positive influence on the school's work. They oversee all aspects of the school's provision and are well involved with the school. They offer good challenge and support to the school. Their role in focusing their visits to school on standards and curriculum issues is less well developed. Curriculum coordinators in the core subjects of English, mathematics and science manage their subjects well. They make good use of assessment data to set challenging targets so that pupils do as well as they can at the end of Year 6.

School self-evaluation is good. There is an accurate understanding of overall effectiveness and how it can be improved. The school improvement plan clearly identifies areas for improvement and how challenging targets will be measured. Clear plans for improvement have helped the school move forward at a good pace since the last inspection and ensure that it is well placed to improve further.

Parents and pupils are given very good opportunities to share their views and to contribute to the school's self-evaluation. Parents are very positive about the school and make a good contribution towards their children's learning. One parent said, 'I wish my school days had been so good.'

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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?	2
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?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
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	2

### 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?	1

<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.

## Annex A

**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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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

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

10 October 2007

Dear Children

Inspection of Kirkham and Wesham Primary School, Lancashire,  
PR4 2JP.

As you know we visited your school recently to find out how well you are doing. Thank you for looking after us and making us feel welcome. Thank you also for talking to us about your school, the work you have done and how much you enjoy coming to school. You were very polite, helpful and friendly.

What we liked about your school:

- your school is a good school because you are taught well and you make good progress
- you are very happy at school and enjoy your lessons
- you get on well with each other and the adults in the school
- you behave very well and try to be kind to each other
- all the adults look after you and encourage you to make sensible choices about keeping fit and healthy
- you have very good opportunities to do well in art and design and music
- you have lots of extra-activities and clubs that make learning fun and give you new skills and experiences
- the outside playground equipment gives you exciting things to do at break times
- you have good opportunities to take responsibility and you take them seriously
- the school is well led and managed.