

# Withnell Fold Primary School

## Inspection report

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<b>Unique Reference Number</b>	119306
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	313251
<b>Inspection date</b>	6 March 2008
<b>Reporting inspector</b>	Joe Clark

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	81
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Jeff Fenton
<b>Headteacher</b>	Mrs Sue Teale
<b>Date of previous school inspection</b>	1 July 2004
<b>School address</b>	Withnell Fold Withnell Chorley Lancashire PR6 8BA
<b>Telephone number</b>	01254 830437
<b>Fax number</b>	0

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<b>Age group</b>	4-11
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## Introduction

The inspection was carried out by an Additional Inspector who evaluated the overall effectiveness of the school and investigated the following issues:

- how well pupils who left the school in 2007 at the end of Key Stage 2 have achieved
- how well pupils are currently progressing
- how subject coordination has improved since the previous inspection.

Other aspects of the school's work were not investigated in detail, but the inspector 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. Evidence was gathered from discussions with senior leaders, teachers and other adults, pupils and governors. Parents' views as reflected in the Ofsted questionnaire were considered. Lessons were sampled. Documentation, including the school's self-evaluation, was scrutinised.

## Description of the school

Withnell Fold School is much smaller than most primary schools. It draws its pupils from a mainly rural environment though some come from neighbouring towns and larger villages. Most pupils who join the school in the Reception year have attended nursery or had playgroup experience. The proportion of pupils with learning difficulties and/or disabilities, and/or those entitled to free school meals, is well below average. The vast majority of children are from White British backgrounds and all have English as their first language. Due to the small numbers in each intake, the socio-economic background of the pupils is variable but is most often advantaged.

## 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 excellent school where pupils consistently achieve very high academic standards and where their personal development is outstanding. This is recognised and acknowledged by parents who have great confidence in the school. One parent's comment was typical of many, 'This is an exceptional school that offers fantastic academic standards where pupils can learn in a safe, friendly and caring atmosphere.' This trust is not misplaced for the school gives excellent value for money.

Pupils join the school in Reception, with levels of attainment that fluctuate due to small numbers but which are generally typical for their age. By the end of Key Stage 2 they reach very high standards. In the 2007 national tests at the end of Year 6, standards were significantly above average, particularly in science. The proportion of pupils achieving the higher levels (Level 5 and above) was above average in all three core subjects. Given their starting points when they joined the school, pupils' achievement was outstanding. This is much higher than national comparisons might suggest because not all the pupils who took the Key Stage 2 tests in 2007 were on roll at the beginning of the Year 3 and these pupils were not able to benefit fully from the school's outstanding provision. In a very small cohort, this had a significant statistical impact. The school's own tracking data clearly demonstrates that achievement was excellent for all groups of pupils, including pupils with learning difficulties and/or disabilities. In teachers' assessments at the end of Year 2, standards were also significantly above average, particularly in writing. Pupils in Year 2 are currently making outstanding progress and achieving standards generally that are well above average.

Pupils achieve so well because teaching and learning are consistently of a very high standard. In such a small school teachers and teaching assistants know the pupils extremely well and set work that fully stretches pupils and challenges them to achieve their best. Relationships are outstanding, providing real encouragement and motivation for pupils to succeed. Teachers have excellent knowledge and understanding of the requirements of each key phase of learning and are deployed where these skills can be most effective. Groups of learners, such as pupils with learning difficulties and/or disabilities or those who are gifted and talented, are clearly identified with individual programmes tailored to their needs. Pupils themselves make a significant contribution to their learning, bringing to the classroom an eagerness to learn and a willingness to listen. An excellent curriculum underpins pupils' learning, enabling them to achieve their potential across a range of activities. Opportunities for extra-curriculum enrichment through music, modern foreign languages, cookery, information and communication technology (ICT), art and sport are excellent. The organisation of the school day enables single subjects and cross-curricular themes to be effectively taught. Parents too make a good contribution, through their keen interest in their children's progress as manifested by the very high turn out for consultation evenings.

Teachers are so enthusiastic because pupils love coming to school and want to learn. Their attendance is well above average. Unauthorised absence is unheard of. Their spiritual, moral, social and cultural development is outstanding. There are many opportunities for social development and interaction, for example, through residential activities. Pupils are caring and considerate to one another. Their behaviour is exemplary. Older pupils, when on the yard or around the school, look out for younger children to ensure their safety and well being. Pupils say they have no experience of bullying and feel the school takes excellent care of them. Checks during the inspection indicated safeguarding procedures comply fully with recent legislation.

Despite being a small village school, pupils have a good understanding of the wider world and of cultures other than their own. They know the main tenets of other religions and have opportunities to learn a range of modern foreign languages, both European and Oriental. Pupils are very well informed about the importance of adopting a healthy lifestyle. The Healthy Eating committee design and maintain informative displays around the school and the cookery club aids the understanding of what constitutes a balanced diet. Participation in sport in school and through local clubs is not only encouraged but also monitored with pupils gaining house points for participation. Pupils' knowledge of how to keep safe is excellent and supported by their own Road Safety Committee and Anti-Bullying committee. Pupils make an outstanding contribution to the school and local community. Leadership skills are developed through an impressive array of opportunities to exercise responsibility, including 'Playtime Pals', school council, play leaders, house captains and monitors of many sorts. Outside of school they maintain the village Memorial Garden and perform music concerts at local venues. Pupils are very well prepared for the next stage of their learning, leaving school with excellent social and inter personal skills and high academic standards. Enterprise skills are well developed through Industry Days and 'Go to Work weeks'.

The school's success, sustained over a long period of time, is due in no small measure to excellent leadership and management, particularly that of the headteacher. Parents were very clear about how well the school is managed. 'As my second child prepares to leave Withnell Fold School, I must congratulate the headteacher and her staff for the sheer enthusiasm and professionalism with which the school is run', was a typical comment. Parents are involved in the day-to-day running of the school in many ways, taking lunch with pupils, attending after-school clubs, accompanying school trips, talking to pupils about their jobs as employees or employers, and providing in-class support. The headteacher sets a clear agenda for excellence in all aspects of the school's performance seeing each child as part of a school family which supports but also challenges one another. Systems for tracking individual progress are robust and pupils are carefully tracked against baseline assessments as they move through the school. There has been good improvement since the previous inspection in subject coordination, the one area for improvement, and which is now good. Links with other institutions are excellent, particularly a local primary school which allows the school to use its hall for gymnastics, and a local high school where pupils learn French and German. The school knows itself exceptionally well but is not complacent about its achievements. Possible future areas of underperformance are quickly identified and remedied before they can be realised. There is excellent capacity for further improvement. Governors are supportive, well informed and fully involved in monitoring the school's work, visiting classrooms and holding discussions with pupils. Strategic planning does not integrate budgetary planning with the whole-school development plan. However, the large carry forward in the annual budget has been carefully thought through and the high pupil teacher ratio can be justified.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Children get off to a good start in the Foundation Stage. When they enter the Reception class their knowledge and skills are broadly typical for their age but because of relatively small numbers, these can fluctuate from year to year. Children settle in well, make good progress and leave with standards that generally exceed national expectations. Until this year, Reception children were taught in the same class as older pupils. Now they are taught part of the week as a separate class and both children and adults are benefiting from a better balance between

activities led by the teacher and those initiated by the children. Leadership is good and relationships are very supportive and encouraging. Children enjoy their learning and work and play with enthusiasm. Parents say their children enjoy school and feel secure and well cared for.

**What the school should do to improve further**

- Link more closely budgetary planning with the overall school development planning.

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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	2
The capacity to make any necessary improvements	1

### Achievement and standards

How well do learners achieve?	1
The standards <sup>1</sup> 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

<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>	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	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**

7 March 2008

Dear Pupils

Inspection of Withnell Fold Primary School, Lancashire, PR6 8BA

Thank you so much for your warm welcome when I visited your school yesterday. I really appreciated the help you gave me in sharing your work and your ideas about the school. It was a pleasure to talk to you.

You attend an excellent school. So much of what it does is outstanding it's hard to know where to begin my report!

I think you, the pupils, have proved yourselves to be exceptional children. You have superb attitudes to your work, enjoy your lessons and throw yourselves enthusiastically into every aspect of school life. You told me there was no bullying in school and how well everyone got on together. It is good to see that your attendance is well above that of most other schools. You think the school takes excellent care of you and I agree.

Withnell Fold has an outstanding head teacher who leads the school brilliantly. Your teachers and other adults are people you can look up to because they teach you exceptionally well and help you make fantastic progress in your work.

They always want you to do your best, and your test results at the end of Year 6 are much higher than in most other schools.

The only thing I have asked the school to do is to bring together plans for spending the school's budget with the plans that show how the school is to improve.

Thank you once again for being so friendly and helpful and good luck in the future.

Yours sincerely

Joe Clark

Lead inspector