

Inskip St Peter's Church of England Voluntary Aided School

Inspection report

Unique Reference Number	119531
Local Authority	Lancashire
Inspection number	313326
Inspection date	16 June 2008
Reporting inspector	Michael Onyon

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	40
Appropriate authority	The governing body
Chair	Mrs Maureen Nield
Headteacher	Mrs Jan Porter
Date of previous school inspection	1 October 2004
School address	Preston Road Inskip Preston Lancashire PR4 0TT
Telephone number	01772 690438
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

St Peter's is a much smaller than average Church of England school. Pupils are taught in two classes, one for children in Reception, Years 1 and 2 and one for those in Years 3 to 6. All the pupils are of White British heritage and very few pupils are entitled to a free school meal. The number of pupils with learning difficulties and/or disabilities, including pupils with a statement of special educational needs, is low. The school holds the National Healthy School award, the Active Mark, the Basic Skills Quality Mark and is a part of a pilot programme offering counselling to pupils in conjunction with the National Society for the Prevention of Cruelty to Children (NSPCC).

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The inspector agrees with the school's accurate self-evaluation that it is a good school, which provides good value for money and has outstanding features. Pupils' personal development and the care, guidance and support provided are outstanding. Children make an excellent start at the school as the result of the outstanding effectiveness of the Foundation Stage. Many parents agree and a typical view is that the staff 'have created a learning atmosphere where every child feels special'. Another parent commented 'staff are enthusiastic, dedicated and motivated'. These perceptive views are a testimony to the hard work and improvements that the strong leadership and management have engendered.

Relationships are outstanding and pupils feel safe. Pupils' spiritual, moral, social and cultural development is outstanding. They are well aware of a very wide range of

religions and festivals celebrated in different countries, including some European nations, and have a very mature understanding about life in a multicultural society. They are fully aware of the importance of keeping to a sensible diet and taking exercise. After-school sports clubs are extremely well attended. All pupils take on mentoring duties to ensure that younger pupils are active and involved during play times. Pupils contribute well to the everyday life of the school. The school council gives everyone the opportunity to put forward ideas. Responsibility for tasks around school and supporting fund-raising events provide excellent opportunities for pupils to develop the skills they need both to support their future well-being and as members of an extremely caring school community.

Teachers' knowledge of the pupils and the speed at which a new system for monitoring and tracking progress has been established is ensuring pupils' good progress throughout the school. Pupils' achieve well. From a broadly average start, the school's data indicate that pupils currently in Year 2 and Year 6 are achieving above average standards and are on track to reach the challenging targets set for them. Progress in English at Key Stage 2 is good but it has not been as consistent as in other subjects and the school is beginning to address the issue through well-planned interventions in pupils' learning. The quality of teaching and learning is good and is underpinned by excellent relationships between teachers and pupils. Lessons are planned well so that new learning builds systematically on what pupils already know. Pupils are cared for extremely well in school. Strong guidance as to their personal well-being and relationships has a major impact on their overall personal development. The curriculum is good in the way it promotes pupils' enjoyment of school, often by combining subjects; as a pupil said, 'to make lessons interesting and fun'. Pupils' good achievement thrives on the good range and quality of opportunities they have to develop their individual skills and to foster their interests.

Leaders and managers provide the drive, enthusiasm and commitment that have successfully garnered the support of parents and pupils. The headteacher leads the school well, particularly in promoting the challenging, academic environment alongside the development of worthy, young citizens. The effective governing body supports the school well and provides ample helpful expertise. They are knowledgeable about the school and take an active interest in all that is happening. Subject leaders are keen and enthusiastic and provide good support and guidance for colleagues. However, there is insufficient time and few opportunities for them to monitor and evaluate their subjects and gain the necessary knowledge to fully inform decisions about future priorities. Nevertheless, there is good capacity to improve the school further.

Effectiveness of the Foundation Stage

Grade: 1

Provision in the Foundation Stage is excellent. The small numbers involved enable children to undertake activities with older pupils in Year 1 and Year 2 and they benefit from the challenge. Relationships with parents are strong and as a result children are confident about starting their Reception year. Children's levels of development are broadly typical for their age when they enter Reception. They make very good progress, and most are on course to meet or exceed the levels expected when they start Year 1. Progress in the areas of communication, language and literacy and numeracy is particularly good because the teaching of these aspects permeates all activities. Teaching is consistently good and often outstanding. All staff have a good knowledge of each child's requirements. There is a good balance between activities led by adults and those which children choose for themselves. The outdoor area is used well and children are free to choose outside activities for most of the time. Rigorous and well-informed assessments are carried out regularly, providing clear evidence of progress and recording individual children's achievements imaginatively through photographic records that are shared with parents. The Foundation Stage leader manages provision very well and strong team work ensures that all the staff's skills are put to best use.

What the school should do to improve further

- Ensure the good progress children make in the Foundation Stage and Key Stage 1 remains consistent throughout Key Stage 2, particularly in English.
- Provide more opportunities for subject leaders to inform priorities for improvement through monitoring and evaluating their subjects.

Achievement and standards

Grade: 2

Pupils' achievement is good and standards are above average. Achievement is consistently good from the time of entry until the end of Year 2 but in Key Stage 2, although good overall, there is some inconsistency between subjects. Standards by the end of Year 2 are above average in reading, writing and mathematics. Pupils with learning difficulties and/or disabilities also make good progress due to effective support from staff. In recent national tests at the end of Year 6, results in English have been weaker than in mathematics and science. The school recognises this and a number of intervention strategies have been put in place and are beginning to show signs of success, for example, more opportunities for oral contributions in lessons and improved use of vocabulary. As a result progress in English is quickening. The school has rightly identified the need to provide a range of opportunities to write for different purposes to extend the range and quality of written work, particularly in Key Stage 2.

Personal development and well-being

Grade: 1

Pupils are rightly proud of their school and take very good care of it. Their spiritual, moral, social and cultural development is excellent. Pupils are very polite and well mannered, and behave responsibly in lessons and around school. The quality of relationships is perhaps best summed up by the comment, 'Our teachers are what make the school special, they always listen and help and we try to do the same.' Pupils attend school regularly. Attendance is high, reflecting pupils' considerable enjoyment of their education. They are fully aware of the importance of

keeping themselves safe and healthy, as recognised by the school's Healthy School status. They appreciate the healthy choices at lunchtimes and are always very keen to join in the wide range of sporting activities provided. Pupils are adamant that there is no bullying and that playtimes are safe and enjoyable. Older pupils take on caring responsibilities such as being mentors and friends to the younger children to ensure that they are happy. Pupils' experiences with the local community and opportunities to share, for example, the links with the local Navy signals station, ensure that they are well prepared to make choices about their future lives.

Quality of provision

Teaching and learning

Grade: 2

A productive classroom atmosphere prevails throughout the school, and teaching and learning are good. This is largely because relationships are excellent and teachers usually employ a variety of approaches to interest and fully engage the pupils. Teachers plan lessons well and explain clearly what pupils of all abilities are to learn with clear instructions, so pupils know exactly what is expected of them. Teachers enhance the presentation of lessons by using information and communication technology and through the good use of resources that frequently provide a practical dimension to the work. Classes are managed well through an energetic style that fully employs the skills and talents of teaching assistants. This results in a strong pace for learning. Occasionally, teachers provide too much direction and do not provide enough opportunities for pupils to actively participate in discussion. Marking is regular but not consistently helpful in helping pupils understand how they could do better.

Curriculum and other activities

Grade: 2

The school provides a broad and relevant curriculum that meets the needs and interests of pupils well, including those with learning difficulties and/or disabilities. There is a clearly structured overall plan which ensures that a wide range of activities are undertaken and that there is progression in learning for pupils throughout the school. Pupils often benefit from the combining of subjects into themes, providing opportunities to use their English and mathematics skills in other subjects. The school ensures that pupils are introduced to, and develop, an understanding of cultures other than their own through the celebration of special days from different religions. The curriculum is enriched well by an extensive range of well attended extra-curricular activities. Pupils say they particularly enjoy opportunities to play sport and meet pupils from other schools in tournaments. The school is aware that the school's rural setting limits some pupils knowledge of the wider world and therefore the school rightly place an emphasis on educational visits, including a residential stay for older pupils and inviting visitors to the school. This effectively broadens pupils' experiences.

Care, guidance and support

Grade: 1

Provision is excellent. Parents agree unanimously that their children are very well cared for in school, particularly those who have joined from other schools where they have experienced difficulties. Teachers and support staff know the pupils very well and are very sensitive to any particular emotional and other needs. The most vulnerable pupils are well provided for and supported through effective individual learning programmes so that they achieve well. An

innovative project enlisting the support of a counsellor from the NSPCC gives pupils opportunities to discuss worries and concerns in a confidential setting. Procedures for safeguarding pupils, including health and safety checks, meet requirements. Pupils feel safe in school and know that there is always adult support when needed. Academic support and guidance is equally strong. Effective whole-school systems for tracking pupils' progress enable teachers to set learning targets that are shared with pupils so they are clear about what they are expected to achieve and most understand what they need to do to improve.

Leadership and management

Grade: 2

Leadership and management are good. Staff create a caring ethos and work enthusiastically to ensure that pupils are happy, do their best and have equal access to all activities. The headteacher provides strong leadership; she and the staff team present good role models. Effective teamwork underpins the drive to secure improvement and the need for greater consistency between subjects in Key Stage 2 is recognised. Regular monitoring and accurate self-evaluation ensures the school knows its strengths and where there is a need for improvement. However, too little time is provided for subject leaders to carry out fully their monitoring role to enable new initiatives to be evaluated, to check the impact on pupils' standards and to make well informed choices about future priorities. Governors are well informed, supportive and act as 'critical friends' to the staff. The school has worked hard and successfully to address issues from the previous inspection.

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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	1
The capacity to make any necessary improvements	2

Achievement and standards

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

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?	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

Annex B**Text from letter to pupils explaining the findings of the inspection**

16 June 2008

Dear Pupils

Inspection of Inskip St Peter's Church of England Voluntary Aided School, Lancashire, PR4 0TT

I thoroughly enjoyed the time I spent in your school. The warmth of your welcome, your courtesy and help were very much appreciated. I mentioned to you that I would tell you about the findings from the inspection. We found your school to be a good school with some outstanding features.

These are the things I particularly liked about your school.

- The excellent start children get in Reception.
- The excellent care, support and guidance you are given to help you do well in your learning and to be caring young citizens.
- The good progress you make through the school.
- The above-average results in national tests at the end of Years 2 and 6.
- Your excellent behaviour and attitudes and your good attendance that help to ensure that your school is a happy, safe and secure place to be.
- The good teaching, learning and curriculum that promote your good academic progress and excellent personal development.
- The hard and willing work you do to help and care for each other and make a very good contribution to the life of your school
- The good leadership and management that is much appreciated by your parents.

To help make your school even better, I have asked the school to help you keep up your good rate of progress throughout Key Stage 2, so that you do as well in your English as you are doing in your mathematics and science. I have also asked the school to provide more opportunities for the teachers who lead subjects, to regularly check progress and to think about the most important priorities for improvement.

Very best wishes and good luck for the future.

Michael Onyon

Lead inspector