

Woodplumpton St Anne's C of E Primary School

Inspection report

| | |
|--------------------------------|------------------|
| Unique Reference Number | 119576 |
| Local Authority | Lancashire |
| Inspection number | 313346 |
| Inspection date | 22 November 2007 |
| Reporting inspector | June Tracey |

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 | 98 |
| Appropriate authority | The governing body |
| Chair | Mr Graham Davies |
| Headteacher | Mrs Anne Miller |
| Date of previous school inspection | 1 May 2003 |
| School address | Woodplumpton Road Woodplumpton Preston Lancashire PR4 0NE |
| Telephone number | 01772 690460 |
| Fax number | 01772 690460 |

| | |
|--------------------------|------------------|
| Age group | 4-11 |
| Inspection date | 22 November 2007 |
| Inspection number | 313346 |

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by an Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: the effect of the action being taken to raise standards further in writing, how well the school manages teaching in the mixed-age classes and how aspects of the curriculum are interwoven into the teaching schemes for the different age groups in these classes. Evidence was gathered from discussions with the headteacher, staff, governor and pupil representatives. In addition, several parts of lessons were observed, documents, self-evaluation, parent questionnaires and samples of pupils' work were scrutinised. 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 in this report.

Description of the school

Woodplumpton St Anne's is a small school situated in a semi-rural area on the outskirts of Preston. It draws its pupils from the local village community and beyond. The majority of pupils are of White British origin. None is at an early stage of learning English. The proportion of pupils eligible to claim free school meals is below average, as is the proportion with learning difficulties and/or disabilities. Children are taught in a single-age class in the Reception year and in three mixed-age classes thereafter.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Woodplumpton is a good school with many outstanding features, such as for example, the way it cares for and nurtures its pupils into well-rounded young people. The school plays a central part in the life of the local church and village communities. Pupils, staff and parents work very closely together. Pupils' enjoyment of school exudes in their vivid descriptions of what school means to them and how it is moulding their attitudes to life in the outside world. The depth of their feelings and concern for the eco-balance of the planet are particularly discerning for their age. Pupils' attitudes are strongly linked to Christian values, which underpin all aspects of the school's work. Love and respect for others are qualities that are at the heart of this school. They are brought about by the inspirational leadership of the headteacher and the dedication and team spirit of the staff. Parents' satisfaction with the school is evident from the very high return of the questionnaires and the glowing praise they contain.

Children settle quickly into the Foundation Stage because the induction process prepares them and their parents well beforehand. Progress in the first year of schooling is rapid. Pupils continue to make good progress in Key Stage 1 where standards have been consistently above average in reading, writing and mathematics for many years. Progress accelerates further in Key Stage 2 with pupils taking on more responsibility for their own learning. They demonstrate increasing maturity and the confidence to talk about their learning and what they need to do next to improve. Standards are significantly above average in English, mathematics and science in Year 6. Pupils of all abilities and backgrounds achieve well because they are set realistic, but challenging, targets. Pupils respond well to the teachers' high expectations. The organisation of the mixed-age classes works to pupils' advantage, for example, by providing opportunities for them to work outside their age group with pupils at similar stages of learning. The benefit of this was seen in good quality dialogue and argument about the journalistic approach to writing in a Year 5/6 English lesson.

Teaching and learning are consistently good. They are characterised by frequent and effective assessment, very good planning and the teachers' ability to make lessons meaningful but fun. Pupils appreciate that teachers know how to make them laugh. Teaching assistants' time is used skilfully to target support exactly when and where it is needed rather than to a pre-determined timetable. This is effective because additional help, more challenging work or support for emotional reasons can be provided promptly as soon as a need is identified. The school pays good attention to the development of teachers' and pupils' skills in information and communication technology (ICT). Pupils use computers with confidence as tools in their learning, which is as it should be given the increasing use of technology as a channel for research and the processing of words and data. The school provides an excellent range of opportunities for learning. The development of literacy and numerical skills is woven seamlessly into every subject of the curriculum. In addition, pupils' creative, practical and musical skills blossom because a good allocation of time is dedicated to them. Pupils are enjoying the experience of a modern foreign language enhanced by a partnership arrangement with a local college that specialises in languages.

Pupils' personal development is exceptionally good, as is their spiritual, moral, social and cultural development. The personal, social and health education programme has a strong influence. It provides sensitive opportunities for pupils to talk about their feelings and how their health is affected by the quality of eating habits and lifestyles. The school makes a positive effort to promote good manners, which pupils talk about and demonstrate. Their behaviour and attitudes

are exemplary. Consequently, pupils give to and gain from each other and there is an intense sense of pride in the collective achievements of everyone in the school. This manifests itself not just in the kindly spirit that permeates the school, but in the way pupils put others' needs before their own. They are successful in starting to learn the meaning of democracy and good citizenship through the work of the school council. Pupils say that they feel safe in school. Attendance is consistently above average, which is compatible with pupils' enjoyment of school. One parent said, 'My child loves school. She would go weekends if she could.'

Leadership and management are good. The senior managers and governors are sharp in their self-evaluation of the school's work and what could be improved even more. For example, although results are consistently good, the school has set itself the challenge to improve pupils' writing further by making it more expressive of effect and meaning. It is tackling this well by building up pupils' confidence to express themselves clearly through oral and dramatic work. In all, this is a happy, vibrant school where everyone is valued and where there is good momentum for continued success.

Effectiveness of the Foundation Stage

Grade: 2

Children's skills on entry are generally above those typically found for their age. They make rapid strides in progress in the Reception year. By the time they start in Year 1, almost all reach, and many exceed, the learning goals expected of them in all areas of development. Continuous provision for play activities between the two year groups helps children through the transition from the Foundation Stage to the National Curriculum. The rearrangement of the curriculum and resources this year to create a more even balance between the six areas of learning is boosting children's imaginative play and creative development. In turn, this is furthering language acquisition and children's knowledge and understanding of the world about them. Children are well provided for in a stimulating environment.

What the school should do to improve further

- Ensure pupils increase their use of expressive language in their writing.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

| | |
|---|----------------|
| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | School Overall |
|---|----------------|

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? | 1 |
| 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 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 | 2 |
| 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? | 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? | 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 | 1 |
| 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 | 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

23 November 2007

Dear Pupils

Inspection of Woodplumpton St Anne's C of E Primary School, Lancashire, PR4 0NE

Thank you for your warm welcome and for talking to me so enthusiastically about your school. I learned such a lot about your work in the time that I spent with you and I left with the impression that you are really proud to be pupils at Woodplumpton.

I think that your school is a good one. Some aspects of its work are excellent. They help you to develop very good personal skills that will set you up for life. It was good to see you sharing ideas and helping each other in class, and to see you assessing for yourselves how well you think you are doing. By working alongside pupils of different ages you are enjoying a wide range of challenging experiences. You respond well to the teachers' high expectations and you achieve standards that are consistently above average for your age in English, mathematics and science. You can still improve further however, for example, in writing. You have lots of good ideas when you talk about your work but you could express them more vividly, with greater effect, when putting them down on paper. I think that you realised this in the Year 5/6 English lesson that I observed. Your preparation for journalistic writing indicated that you were considering well how to exploit the storyline to capture the newsworthiness of the headline.

You are clearly trying hard to be fit and healthy. My discussions with you also led me to understand your concern for the environment. The production of home-grown vegetables from your eco-garden is testament to your commitment to playing your part in conserving nature's resources. Your exemplary behaviour, courtesy and good manners are qualities that make you valued members of the community. Through the school council, you are learning successfully what it means to make your voices heard through democratic processes. This will help you to become good citizens.

You work in a lovely school in beautiful surrounding, which I know that you respect and appreciate. Make the most of your time in the school.

Thank you once again and very best wishes for the future.

Yours sincerely

June Tracey

Lead Inspector