

# Kirkland and Catterall St Helen's Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	119361
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	327010
<b>Inspection dates</b>	15–16 October 2008
<b>Reporting inspector</b>	Dave Byrne

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	134
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Peter Hall
<b>Headteacher</b>	Mrs Karen Price
<b>Date of previous school inspection</b>	1 November 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	The Green, Churchtown Garstang Preston Lancashire PR3 0HS
<b>Telephone number</b>	01995 603050

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<b>Age group</b>	4–11
<b>Inspection dates</b>	15–16 October 2008
<b>Inspection number</b>	327010

**Fax number**

01995 601876

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

The inspection was carried out by an Additional Inspector.

## **Description of the school**

This is a small school. It takes pupils from a wide geographical area with low levels of social deprivation. No pupil is known to be eligible for free school meals. The percentage with learning difficulties and/or disabilities is below the national average. The vast majority of pupils are White British. The school has Early Year Foundation Stage (EYFS) provision. The school has gained accreditation as a healthy school from the local authority and has achieved and Activemark for the quality of its sporting provision. It is currently led by an acting headteacher.

## **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 which has a good reputation with both parents and the local community. The staff have created a very friendly, calm and caring environment which encourages pupils to enjoy their learning. Support for pupils' personal development is very strong and they benefit from good care and guidance. Parents who returned questionnaires were very supportive of the school. A typical comment was, 'The school is a happy and very friendly place ...providing an excellent learning environment.' These qualities are confirmed by the inspection findings. They are important reasons why pupils achieve well and develop outstanding levels of personal development.

Achievement is good. Pupils enter school with skills that are generally above those typical for their age and they make good progress, so that by the time they leave Year 6 standards in reading, mathematics and science are well above average. The school has made tremendous efforts to reverse a recent decline in standards at Key Stage 2. The unvalidated 2008 Year 6 test results indicate the actions taken are working very well, although standards in writing do not reach the same levels as other subjects.

Pupils thrive on the good, and at times outstanding, teaching they receive. They love being challenged and being made to think for themselves. Teachers plan lively, exciting lessons. Pupils work very hard and behave impeccably. They are proud of their achievements as school councillors and in acting as house captains and playground helpers. Pupils are very aware of the choices required to stay healthy and safe. Their spiritual, moral, social and cultural development is good with outstanding levels of moral and social development. Pupils are very well prepared for being good citizens of the future.

Pupils' care and personal guidance are excellent; their academic guidance is good. The school makes sure pupils are safe and secure and the procedures for safeguarding are fully met. Those pupils who find learning difficult or who have personal or emotional needs know they can turn to an adult for help.

The acting headteacher provides outstanding leadership. Her very strong direction and clear sense of purpose is shared by the senior leadership team and governors and is responsible for the high morale of staff and their determination to improve the quality of education for all pupils. The curriculum is good and is being improved so that learning is even more relevant to the pupils' needs and interests. As yet, it does not always enable pupils to build on their existing skills and knowledge. The governing body has provided stability during recent disruptions to the leadership of the school. The school promotes community cohesion satisfactorily but pupils do not yet have a good understanding and knowledge of the wider world. Many improvements have occurred since the last inspection, and the school has demonstrated a good capacity to improve in the future.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Children enter the EYFS with skills that are above what is typical for their age. Good teaching and planning contribute significantly to the good progress made by the children. Children's personal development and the way in which the school promotes their welfare are outstanding. Recent investments in the accommodation and resources have benefited children. Children build on their confidence and social skills; quickly develop their reading, writing and mathematical

skills; extend further their knowledge and understanding of the world; and make good gains in their creative and physical development. By the start of Year 1, nearly all children meet and exceed the expectations for their age. They make good use of role play in their learning; for example, the character of the 'Big Bad Wolf' captured the children's interest and led them to 'write' invitation letters to the Wolf and act out a party. The involvement of parents and carers contributes successfully to the good start made by the children.

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

- Raise standards further in writing.
- Plan the curriculum more effectively to enable pupils to build on their existing skills and knowledge.
- Develop pupils' understanding of the wider community.

## **Achievement and standards**

### **Grade: 2**

Pupils achieve well. After starting in the Reception class with levels of development that are better than typical for their age, they progress at a good rate throughout the school. By the end of Year 6, standards are well above average in reading, mathematics and science. In writing, standards are closer to the average. Pupils with learning difficulties and/or disabilities achieve well as a result of good support and guidance.

In recent years, pupils' attainments have been better at Key Stage 1 than Key Stage 2, particularly in reading and writing. Standards are currently above average at the end of Year 2. In Key Stage 2, standards in 2007 were broadly average. Standards have been relatively strong in reading, but too few pupils have exceeded the expectations in writing. In 2008, the provisional test results improved and the percentage of pupils who reached their challenging targets rose considerably to being well above the national average in reading, mathematics and science. Results in writing improved, but do not reach the same levels as in other subjects.

## **Personal development and well-being**

### **Grade: 1**

Pupils' enjoy school and are eager to learn. Attendance is above average, behaviour is excellent at all times, and they are caring about each other. They have very good attitudes not only to learning, but also to their own welfare. Pupils are very knowledgeable about the choices needed to stay fit and healthy and how to keep safe. They enjoy nutritious school lunches and know very well the value of eating fruit and taking exercise. Pupils are confident to take on responsibilities. They act as members of the school council, house team leaders, organise indoor traditional games as part of the 'Games Gang' initiatives and manage sporting activities during outdoor play. Pupils' social and moral development is excellent and they develop very good levels of spirituality. Whilst pupils have an excellent understanding of their local culture, their understanding of the diversity of modern society is less well developed. Pupils work very hard at all times and, coupled with their good academic achievement and excellent social skills, prepares them extremely well for their next stage of education.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teaching is good with some outstanding elements. As a result, pupils make good progress and achieve well. The very best teaching involves the skilful use of role play to fire the pupils' imaginations and make learning fun. Teachers are working hard to raise standards in writing which they acknowledge could be higher. Increasingly, practical activities are being used to develop pupils' basic skills. Year 4 and 5 pupils 'mummified' a classmate using bandages and oil which led to good quality writing linked to the class topic about the Egyptians. Very high expectations are a feature of the teaching. Numeracy skills are taught well, especially when linked to solving mathematical problems. Pupils are given good guidance about how they can improve their work through marking and the setting of targets in literacy and numeracy.

### Curriculum and other activities

#### Grade: 2

The curriculum is good and in the process of being reorganised and improved. It meets the needs of the vast majority of pupils and promotes progress in learning and personal development. Recent initiatives to link subjects together, rather than always teaching them separately, have had a positive influence on pupils' enthusiasm for learning and are raising standards, particularly in writing. Provision for music and sport is strong. Planning is not yet refined enough to ensure pupils gain knowledge and skills as they progress through the school. Good provision is made for pupils with learning difficulties and/or disabilities but challenging the more able pupils is more inconsistent. Pupils' personal and social development has a high priority with good strategies for developing their emotional development.

### Care, guidance and support

#### Grade: 2

Pupils are very well cared for and staff attend to their personal needs well. The arrangements for safeguarding pupils, child protection and risk assessment meet requirements. Good and improving links with parents and carers provide many opportunities to contribute to their children's education. Very good strategies help children to settle in quickly in the EYFS and close links with the secondary school make transfer effective. Academic guidance is good. Assessment systems help staff to keep a check on each pupil's progress and when required, action is taken to support pupils falling behind.

## Leadership and management

#### Grade: 2

The acting headteacher provides excellent leadership. As a result, morale is high amongst the staff, the school has a very clear educational direction, and decisive action has been taken to improve the quality of education. The school knows itself very well and the main areas for development are reflected in its improvement plan. Assessment has improved significantly. Staff set very challenging targets for pupils in English and mathematics resulting in rising standards. Where underachievement occurs, swift and effective action is taken. Good management is reflected in the confident way all the staff carry out their responsibilities and

good strategies exist for developing staff expertise and knowledge. The governing body is very supportive of the school and has ensured that the school has maintained a good educational direction at a time when the leadership of the school has been uncertain. It makes sure that the school fulfils all statutory requirements.



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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 capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> 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/or disabilities make progress	2

<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which 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	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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?	2

## 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 eliminated	2
How well does the school contribute to community cohesion?	3
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**

17 October 2008

Dear Pupils

Inspection of Kirkland and Catterall St Helen's Church of England Primary School, Lancashire,  
PR3 0HS

Thank you for welcoming me to your school recently. It was a pleasure to join you in lessons and to talk with you over lunch and at break-time. You are right to be proud of your school. It gives you all a good education and provides you with an excellent chance of being successful in the future.

The school is highly thought of by your parents and carers. Please thank them for sending me their questionnaires. Parents feel that your behaviour is excellent. They also think that you learn well, enjoy school and behave very well. I agree with them in all of that. Your behaviour is excellent, you work hard in lessons and you love school. Well done to all of you who spend so much time helping other classmates in school and helping the many adults and teachers to run the school.

Most of you do well in reading, mathematics and science and I was impressed by how well you sing. There is some room for you to do better in writing and I have asked the school to find ways of helping you to do that. Your lessons are usually really interesting so you must thank your teachers for making learning fun! Teachers know you all very well and the way you understand what you need to do to get better is very helpful to your learning. It is noticeable how much you enjoy learning when subjects are linked together for example as part of the 'Chocolate Topic'. I have asked the school to extend these links and ensure that your knowledge and skills improve as you progress through school.

The key person in your school is your acting headteacher. She has created a very strong team amongst all staff so that everyone is doing their very best to give you the best possible education. Whilst you develop into mature and very caring people by the end of Year 6, I feel you need to know more about the different cultures in modern society. You can work with the school to find ways of achieving this.

I send you all my best wishes for your future.

Dave Byrne

Lead inspector