

Padiham Green Church of England Primary School

Inspection report

Unique Reference Number	119366
Local Authority	Lancashire
Inspection number	327011
Inspection dates	6–7 May 2009
Reporting inspector	Peter McKay

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.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	187
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
Appropriate authority	The governing body
Chair	Mr Andrew Duncan
Headteacher	Mr Mark Dixon
Date of previous school inspection	2 March 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	St Annes Street Padiham Burnley Lancashire BB12 7AX

Age group	4–11
Inspection dates	6–7 May 2009
Inspection number	327011

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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

This smaller than average primary school serves an urban area and most pupils are drawn from areas of social and economic disadvantage. The proportion of pupils entitled to free school meals is well above average. Almost all pupils are of White British origin. The proportion with learning difficulties and/or disabilities is above average, though very few have a statement of special educational need. The present school leadership team has been in place since December 2008. The Early Years Foundation Stage consists of one Reception class.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school. It is improving and has a number of good features. It provides a sound education for its pupils and provides satisfactory value for money. The school is emerging from a period of instability, when it was without a permanent head or deputy headteacher and lost a number of experienced teachers through retirement. Standards declined, pupils' behaviour deteriorated and the number on roll fell. The strong leadership of the headteacher, a new leadership team and a stable and capable teaching force, is now successfully tackling the legacy of past difficulties. The school has regained the confidence of parents and the numbers on roll are increasing. One parent's view that the 'the quality of teaching, leadership, stability and behaviour have improved dramatically' is shared by many. Improved behaviour allows a culture in which achievement is valued and celebrated.

Standards throughout the school are average with a clear trend of improvement. Most pupils make satisfactory progress in relation to their starting points. The Year 6 national test results in 2008 were broadly average in all subjects and were a considerable improvement on those of the previous two years. Standards of writing have improved significantly in all years except Reception, where there are too few opportunities for children to write purposefully. Reading skills are less well developed in Key Stage 1 and too few pupils reach the higher levels.

Pupils' personal development is good. Pupils enjoy coming to school and behave well. They like the friendly atmosphere and say that teachers make lessons interesting and learning fun. Attendance is average but is adversely affected by the number of pupils who take term-time holidays. Pupils feel safe and secure because they know the school gives a high priority to their care and welfare. They make a good contribution to the school and local community. They are very active in supporting charities and many are happy to accept responsibility. The school council, for example, is involved in the appointment of new teachers. Pupils' positive attitudes, ability to work collaboratively and competence in basic skills give them a sound preparation for the next stage of education.

Teaching is satisfactory. Many good features are seen in lessons but these have not been in place long enough to ensure that pupils make good progress over time. In almost all lessons seen pupils were engaged by well planned and stimulating teaching and were achieving well. A good curriculum ensures pupils' enjoyment of learning is enhanced by a creative approach to linking topics and is enriched by use of the local area as a resource. Close tracking ensures pupils receive good feedback on how well they are making progress. Pupils have personal targets but these are not always sufficiently challenging.

Leadership and management, including that of the governing body, are satisfactory. The new leadership team has not been in place long enough to raise standards and achievement to a level which could be considered as good. Despite rapid improvement, there is no sense of complacency. Staff at all levels are rigorous in monitoring and evaluating the school's performance in the drive to raise standards. The school has improved since the last inspection and has good capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 3

Provision in the Early Years Foundation Stage is satisfactory. It has some good features. Children enter with skills and abilities that are typical for their age. By the start of Year 1 standards are

average. Progress is best in knowledge and understanding of the world and in physical and creative development. This is helped by good use of the very well developed outdoor area to allow children to explore and develop their own ideas. By contrast the restricted classroom space does not allow effective continuous provision in all areas of learning.

In communication, language and literacy, and mathematical development achievement is satisfactory. A systematic programme of linking sounds and letters is helping to improve reading skills. Children develop confidence in speaking aloud by joining in with stories. Adults routinely engage children in conversation to help develop speaking and listening skills. Writing skills are underdeveloped because children do not have enough opportunities to write with real purpose.

Many children enter with lower than expected levels of social development. They are warmly welcomed and quickly develop confidence and independence as they become used to classroom routines. A strong emphasis on helping all children understand the need for good behaviour and how to relate to each other ensures they make good progress in personal development. High priority is given to children's safety, care and welfare.

Leadership and management are satisfactory. Adults work jointly to plan a satisfactory balance of adult-led and independent activities to cover all areas of learning. There are good links with parents and accurate records are kept to enable staff to demonstrate and celebrate children's achievement. Links with assessment in Key Stage 1 and a greater focus on language for communication and thinking have been identified by the school as areas for development.

What the school should do to improve further

- Provide more opportunities for purposeful writing in the Early Years Foundation Stage.
- Raise standards of reading in Key Stage 1 through the consistent teaching of phonics and the embedding of the new reading scheme.
- Set pupils more challenging targets which require them to make good progress if they are to achieve them.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

The achievement of all groups of pupils is satisfactory. From starting points typical for their age, pupils make satisfactory progress to reach average standards by the end of Year 6.

Standards in Key Stage 1 are broadly average, though the teacher assessments of in Year 2 in 2008 show reading was below average. Standards in reading have fallen in recent years and few pupils reach the higher Level 3 by the end of Year 2. A recently implemented programme of phonics teaching and a new, well resourced reading scheme are showing some signs of success. Standards in writing, identified as an area for improvement at the last inspection, have improved significantly across the school.

Standards in Key Stage 2 have risen significantly because teaching is consistently good or better in all years compared with that seen at the last inspection. Provisional Year 6 national tests results in 2008 were broadly average in all subjects. This was a considerable improvement on the underachievement represented by the below and well below average results of the previous two years. All targets were met in 2008. The school's tracking system indicates that most current

Year 6 pupils are on course to achieve similar results to those attained in 2008. The school has good evidence that many pupils with learning difficulties and/or disabilities make good progress in relation to their personal targets and programmes of work.

Personal development and well-being

Grade: 2

Pupils' personal development and their spiritual, moral, social and cultural development are good. Their cultural awareness has improved since the last inspection. Relationships are founded in strong Christian principles and create a harmonious atmosphere in which pupils feel safe and secure. Positive attitudes to learning are underpinned by good behaviour in class and around the school. The challenging behaviour of a very small minority is managed well. Most pupils enjoy school and find lessons are fun and appreciate the many additional activities on offer. Pupils have good opportunities to take on responsibility and exercise leadership skills, for example as school and eco-councillors, and playground leaders. As befits eco-school status, pupils show concern for the school's environment and are active in recycling. Pupils have a good understanding about looking after themselves. They are well informed about the safe use of information and communication technology. The school has Activemark, Sportsmark and Healthy Schools Awards and pupils are knowledgeable about the importance of sensible eating and regular exercise. Their competence in literacy, numeracy and information and communication technology and good social skills provide a sound preparation for the next stage of learning.

Quality of provision

Teaching and learning

Grade: 3

Inspection evidence supports the school's view that teaching has improved since the last inspection. Much is good or better and has largely eliminated the legacy of underachievement from previous years. However, teaching overall has not had time to fully impact on standards and progress. Most lessons are planned and managed carefully to ensure pace and challenge for all. Lesson objectives are clear and it is explained to pupils what they need to do to be successful. This makes it easier for teachers and pupils to assess their learning. Pupils enjoy the variety of activities, which are usually well matched to the needs and capabilities of different groups. There are good opportunities for pupils to discuss and share ideas and pupils work well in groups. Most pupils are receptive to lively teaching, are keen to learn and they work enthusiastically and productively. Teaching and learning are less effective where classroom management does not maintain pace and the engagement of all pupils. Occasionally learning objectives are not sufficiently precise to ensure pupils know exactly what they are to learn. Marking is consistently good in highlighting and praising what has been done well and in guiding improvement.

Curriculum and other activities

Grade: 2

A newly devised, vibrant curriculum is based on topics and themed weeks and contributes well to raising standards and to pupils' personal development. A good range of educational visits and visitors broadens pupils' experiences and is particularly effective in developing their awareness of the cultural diversity in the local area. The curriculum has a clear focus upon

healthy living and many pupils enjoy taking part in the sporting and fitness opportunities provided during and after school. Literacy, numeracy and information and communication technology are well planned as separate subjects but opportunities for using and developing these skills in subjects across the curriculum are not yet sufficiently widespread. Pupils in Key Stage 2 have the opportunity to learn to speak French. The provision for pupils with learning difficulties and/or disabilities is good. A continuity of approaches to learning eases transition from Reception into Year 1. The more able are provided with suitable extension work but the development of an enrichment programme specifically for gifted and talented pupils is at a very early stage.

Care, guidance and support

Grade: 2

Pupils see the school as a place of stability and security. They feel that adults are approachable and helpful in dealing with their problems or concerns. Arrangements for health and safety and safeguarding are well established and meet requirements. The staff are vigilant and supervision is good. The school has tried and tested procedures for responding to absence and has recently ceased to authorise term-time holidays in an attempt to raise attendance. Those pupils who need additional help with learning or behaviour are given support closely tailored to their needs, drawing on external services where necessary. Pupils' academic progress is closely tracked and pupils are well informed about how well they are doing. They say that the use of short and medium term learning goals is very helpful. Pupils are also set end of year national curriculum level targets. These are not always of sufficient challenge because pupils do not have to make good progress to achieve them.

Leadership and management

Grade: 3

A very capable headteacher, well supported by a recently appointed leadership team, gives a strong sense of direction and purpose. The school is a harmonious and inclusive community with a strong commitment to continuous professional development and to collaborative working. Staff are well supported in carrying out their responsibilities, but at the same time are held closely to account by rigorous performance management procedures. The governing body and staff at all levels are involved in monitoring, evaluating and planning for improvement in all aspects of the school's performance. Target-setting is not sufficiently challenging to drive faster rates of progress. The improvements made in standards and behaviour have helped the school regain the confidence of parents. Community cohesion is satisfactory. The school is strongly associated with many local faith, cultural, sporting and charitable centres. It is now planning to develop similarly productive links further afield. The leadership team is well aware that recent improvements have done no more than restore standards to the minimum level which could be expected, albeit in a relatively short time. There is a strong determination to raise the school's performance to an altogether higher level. While the school has made good use of local authority support, it now has a good capacity to bring about further improvement on its own account.

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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?	3
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?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	2

¹Grade 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

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
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	3

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	3
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

How effective are leadership and management in raising achievement and supporting all learners?	3
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	3
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	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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**

8 May 2009

Dear Pupils

Inspection of Padiham Green Church of England Primary School, Lancashire, BB12 7AX

Thank you for being so friendly, polite and helpful when we inspected your school. We really enjoyed our visit and hearing about how much you enjoy school. Thank you too for the way in which you took time to tell us about what you think of the school.

Yours is a satisfactory and improving school. The headteacher, governors and other staff are determined to make it even better. We like many things about the school.

There is a very friendly and welcoming atmosphere so you feel safe and well cared for. Teachers make lessons interesting and your own enthusiasm and hard work help your learning. Your behaviour in lessons and around the school is good. Most of you attend regularly. We like the way you help others both in and out of school, particularly through your fundraising for charity. We were very impressed with how keen you are to be involved in so many different activities in and out of school. All the recycling you do shows how much you care about the environment.

After seeing some of your lessons and looking at your work, we feel that your teachers and support staff help you to make satisfactory progress in your work. This means you are doing as well as expected. However, we think there are some things the school could do help you make even better progress:

- provide children in the Reception class with more opportunities for writing
- give those of you in Years 1 and 2 more help to improve your reading
- set you targets which are more challenging so that when you achieve them you will have made good progress in your learning.

We wish every one of you well for the future and hope that you will always work hard and enjoy school.

Yours faithfully

Peter McKay

Lead inspector