

Richard Durning's Endowed Primary School

Inspection report

Unique Reference Number	119409
Local Authority	Lancashire
Inspection number	327024
Inspection date	7 November 2008
Reporting inspector	Andrew Scott

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)	82
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	Mrs K Anne Dilworth
Headteacher	Mrs Catherine Hodgson
Date of previous school inspection	1 September 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Chorley Road Bispham Nr Ormskirk Lancashire L40 3SL
Telephone number	01257 462968
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Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors. The inspectors evaluated the overall effectiveness of the school and investigated the following issues:

- the level of challenge and effectiveness of targets in pupils' work;
- the impact of the curriculum on pupils' achievement in the core subjects;
- the quality of the school's planning to improve the school further.

Evidence was gathered from observations of lessons; analyses of pupils' work; performance data; parents' questionnaires and the school's documentation; and from discussions with pupils, staff and governors. 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

This is a small school serving children from a village and surrounding area. Socio-economic conditions are comparatively favourable. All pupils are from White British families and the pupil population is fairly stable. The proportion of pupils with learning difficulties and/or disabilities is low. The school has received a number of awards in recent years, including the Activemark for sport, the Race Equality Mark and the Healthy Eating Quality Mark.

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 with some outstanding features. It has a welcoming, family atmosphere in which pupils feel wholly at ease and acquire excellent learning skills. The school's desire to give pupils a rounded education is evident in the richness of their curricular experiences and the good quality of teaching, underpinned by outstanding pastoral care. Parents endorse these attributes and are very happy with the provision for their children. A typical comment praised 'the caring, vibrant and enthusiastic staff'. Pupils are eager to attend school and attendance is high.

Standards in Key Stage 1 have been rising and have been above average for the past two years. Standards in Key Stage 2 have been steadfastly above average for many years, especially in mathematics and science. The school has identified that writing skills need to improve, and has already implemented good plans to overcome this. Pupils' performance in Year 6 was not so good in 2008, mainly because of substantial changes to the year group in recent years. However, the school's records and inspection evidence show that pupils in the current Year 6 are on track to achieve particularly well in 2009.

The achievement of all pupils is good throughout the school, because teaching is consistently effective and pupils respond extremely well. Common strengths in teaching ensure that pupils progress well from class to class, and benefit equally in their learning. Lessons are well organised, lively and well focused on key skills; input from support staff is effective, especially for less confident pupils. The curriculum is highly interesting and suitably varied to suit different year or ability groups, so pupils are usually challenged well. However, pupils' attitudes to work and their behaviour are so impressive that they could do even better if their work was more personalised. For example, their learning targets are long-term and not flexible enough to promote swift, individual progress. In addition, teachers' planning does not encourage pupils to work at their own level and pace often enough.

Pupils' personal development is outstanding, helped by the wide range of diverse and stimulating curriculum experiences. These include music tuition, opportunities for enterprise, a weekly creative hour and excellent provision for health and social skills. Orienteering activities sharpen skills in geography and mathematics. Confidence is firmly built up by activities like a school council debate with the local council. Pupils' sense of citizenship is reinforced by participation in the recently formed Eco-club, currently assessing heat loss from the building. As a result of such activities, pupils are highly motivated and knowledgeable. Pupils are unfailingly courteous and thoughtful; older pupils instinctively look after younger ones in the playground. Mutual respect abounds, because staff are such good role models. Pupils' involvement in the local community and the wider world is satisfactory; the school has yet to formalise its approach to community cohesion.

The school takes excellent care of its pupils. Safeguarding procedures are in place and staff training in this area is extremely thorough. All staff have undergone first aid training, for example. Links with external agencies to support pupils' well-being are extremely effective at adding to the school's provision. The school nurse, for instance, helped staff to explain to parents the rationale behind sex and relationships education for their children. Most importantly, all staff know all pupils extremely well and are always concerned for their individual welfare. Pupils know this and are very happy to confide in adults, when appropriate. Staff also keep a

close eye on pupils' academic progress and use data well, for example, to provide extra support for any pupil who is falling behind.

The school benefits from decisive and enlightened leadership by the headteacher. She has developed a very cohesive leadership role for all teachers and they share a combined willingness to learn and a determination to improve. Governors are fully involved and do a good job in guiding the school and holding it to account. As a result, the school has maintained its qualities since the last inspection and, indeed, strengthened them. Standards have improved, especially in Key Stage 1, the 'outdoor classroom' has blossomed and staff appointments are proving successful. The school is good at evaluating its own strengths and weaknesses. Its ideas for development are well considered and staff are clear about what needs to be improved and why, even though this is not evident in their written plans and their monitoring does not always link the impact of provision to its outcomes. Nonetheless, the school is aware of this, continues to prosper and has good capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children benefit from a good start to school and make good progress in the Reception class. They readily settle into the class because of the excellent induction programme and the strong parental involvement. They quickly develop a love of learning because they are very well nurtured in a safe environment, and teachers have good expectations. On entry to Reception, children have skills and understanding that are broadly typical for their age. This varies from year to year because of the small number and the individuality of the children involved, and is sometimes above average. By the time children enter Year 1, they reach levels above those expected for their age in all areas of learning and personal development is a particular strength. Teaching is effective because adults assess children regularly and planning reflects an understanding of how young children learn. Stimulating activities are well chosen; they excite children who are given every opportunity to explore the world around them. For example, children use both the indoor and the outdoor areas to learn about autumn. During the inspection, they mixed paint to match the leaf colours, created a collage from different materials and enjoyed listening to autumn poems in their outside staged area. Consequently, they show increasing levels of interest and concentration. Children behave extremely well; they enjoy sharing and talking together whilst working and playing. The leadership of the Early Years Foundation Stage is good and ensures that staff work well together as a team.

What the school should do to improve further

- Ensure that all work is routinely targeted to match individual needs and encourages pupils to work at their own pace.
- Develop pupils' interaction with the local community and the wider world.

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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?	1
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 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/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?	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
The extent to which 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	2
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 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

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 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

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

Dear Pupils

Inspection of Richard Durning's Endowed Primary School, Lancashire,

L40 3SL

I am writing to thank you for the warm welcome you gave to Mrs Sharkey and me when we inspected your school recently. We very much enjoyed our day with you and appreciated your thoughts about your school. I would like to tell you what we think.

In a nutshell, we share your opinions. We think that yours is a good school, with some parts that are outstanding. You achieve well in your work year after year and your standards are nearly always above average by the time you leave school. You have tended to do better in mathematics and science but we know that you have been working hard to improve your writing. Your success is down to the good quality of teaching throughout the school that makes sure all of you benefit equally from what the school has to offer. We feel that you could achieve more if your work was that bit more demanding and if you had more freedom to work at your own pace. We believe that you would rise to this challenge energetically. We have, therefore, asked the school to provide these opportunities.

Teachers make learning interesting; much of the excellent curriculum provides a wide range of experiences and gives you a very positive attitude to work. As a result of this and the excellent level of care that the school provides, your personal development is outstanding. Your behaviour is excellent and you know how to take great care of yourselves and other pupils. You are very polite and very respectful to everyone. Your impressive attendance shows how much you enjoy school. The skills you are acquiring will stand you in good stead for the future. We do, however, feel that you do not yet know enough about the local community and wider world, and so we have asked the school to broaden your horizons.

The headteacher, staff and governors know what makes the school tick and have the right ideas to make it even better. Mrs Sharkey and I know that all the adults have your best interests at heart and the future of the school is bright. We are sure that you will all want to play your part in your school's further development.

Yours sincerely

Andrew Scott

Lead inspector