

Rishton St Peter and St Paul's Church of England Primary School

Inspection report

Unique Reference Number	119427
Local Authority	Lancashire
Inspection number	327032
Inspection dates	21–22 May 2009
Reporting inspector	Nigel Cromey-Hawke

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 aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	201
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 Aidan Fortune
Headteacher	Mr Anthony Greenhalgh
Date of previous school inspection	1 March 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Arundel Street Rishton Blackburn Lancashire BB1 4DT
Telephone number	01254 884522

Age group	4–11
Inspection dates	21–22 May 2009
Inspection number	327032

Fax number

01254 877944

Age group 4-11

Inspection dates 21-22 May 2009

Inspection number 327032

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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

This is an average sized primary school. Most pupils are of White British heritage, with a small proportion of Asian heritage. All children speak English as their first language. The percentage of pupils eligible to claim free school meals is broadly average, as is the proportion with learning difficulties and/or disabilities, including those with a statement of special educational need. The school has the Healthy Schools Award, the Race Equality Mark and the financial management standard. Early Years Foundation Stage children are taught in a Reception class. A breakfast club is available to all children for half an hour each morning.

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. Children get off to an excellent start in the Early Years Foundation Stage. From there on, the effective teaching, curriculum, and care, guidance and support result in pupils making good progress. As a result, pupils' personal development is good and standards have risen by the end of Year 6 to levels that are above average. Parents are almost universal in their support, with one typical comment being; 'I am really impressed with the school. My child has come on leaps and bounds this year'.

Children enter the Early Years Foundation Stage with skills and knowledge slightly below those typical for their age and they make outstanding progress. In recent years their progress has slowed through Key Stage 1 but then accelerated in Key Stage 2 so that by the time pupils leave they have reached above average standards. Inspection evidence showed that improvements to the provision in Key Stage 1 are resulting in good progress for pupils, particularly for the more able. During the past year, pupils' progress in Year 3 has been inadequate due to severe disruptions to staffing. The school has recognised this issue and has been working hard with the local authority to provide support for staff working with this year group. However, the unavoidable staffing changes have affected the pupils' progress over the year. In all other year groups, equality of opportunity is well promoted with progress for all groups good and sometimes very good. Above average proportions of higher grades are now gained at the end of Key Stages 1 and 2. Pupils from minority ethnic groups make progress in line with others. Likewise, those with learning difficulties and/or disabilities also make good progress as a result of the effective additional support they receive. With the exception of Year 3, all pupils are on track to meet the challenging targets the school has set itself.

Pupils' personal development is good and their behaviour and attendance are outstanding. Pupils demonstrate high levels of enjoyment in their learning. Their social, moral, spiritual and cultural development is good. This is clearly evident in their discussions and the excellent examples of written and artistic reflections displayed around the school. Pupils have a good understanding of what it means to be healthy and say they feel safe and valued. The good curriculum helps pupils develop essential life-skills in literacy, numeracy and information and communication technology (ICT). The school works well with partners to promote pupils' personal development and its contribution to community cohesion is good, especially at local level. The daily 30-minute breakfast club is run to a satisfactory standard. However, its increasing popularity means that the way it is organised, for example, the timings, and the number of activities available, no longer meet current demands. Teaching is good; some is outstanding and a small amount is satisfactory. In the best lessons pace, challenge and a wide variety of suitable activities meet learners' needs well, so good progress is made. In other lessons, progress is slower because the teaching makes fewer demands and is not so interesting. Marking and academic guidance, through target setting and support, are good, and are helped by the teaching assistants in each classroom. All safeguarding requirements are met.

Leadership and management are good. The headteacher and his deputy provide good leadership to the rest of the staff who work very well as a team. The school is a warm, calm but stimulating and supportive learning environment for pupils. Leaders and managers at all levels know what they have to do to improve the school further through their self-evaluation and detailed plans are in place to achieve this. The governors have a good understanding of the school and work effectively to support and challenge it. Capacity to improve is good.

Effectiveness of the Early Years Foundation Stage

Grade: 1

Provision in the Reception class is outstanding with the result that children make excellent progress in their learning and social development. Starting points vary from child to child but overall levels are slightly below those typical for this age group. After a year in this splendid provision they have made faster than usual progress and reach levels that are higher than those reached locally and nationally in every area of learning. Children love coming to school because there are so many exciting and interesting things to do inside and outdoors, and in all weathers. From the glittering sand tray with its gold and silver rocks to the well-equipped space rocket complete with astronaut suits and control panel, this is a stimulating and highly effective learning environment. The staff make outstanding teaching materials to support and extend learning. They display children's work with care and precision so that parents can enjoy seeing what their children have been doing. Regular and critical analysis of performance leads to continuous improvement. This reflects the exceptionally high standard of leadership and management. Children's progress is carefully evaluated and assessment information is used to plan the next steps for each child. Partnership with parents is outstanding. Parents visit the classroom each Friday morning to see the week's work and comment on how pleased they are with the progress. One parent told an inspector: 'I was amazed when she came home and told me her name has three syllables!' Links with other pre-schools are good, and this helps the children make a smooth transition into Reception. All statutory welfare requirements are fully met and standards of care are outstanding.

What the school should do to improve further

- Improve pupils' progress in the current Year 3 group to ensure that they achieve in line with their capabilities.
- Halt the instability of the teaching team so that all classes make at least good progress consistently.
- Review current arrangements for the breakfast club in order to develop wrap-around care provision that meets current demands.

Achievement and standards

Grade: 2

Standards are above average and achievement is good. Entry levels at the start of Reception are slightly below levels typical for their age, but by the end of Year 6 standards have risen to above average. Current Key Stage 1 pupils started Year 1 with knowledge, understanding and skills broadly typical for their age and are making good progress, and now doing better than expected for their age. Progress in Key Stage 2 is good overall, but in Year 3 it has been inadequate this year. This has been masked by the good and outstanding progress elsewhere in Key Stage 2. A larger proportion than average achieves higher levels at Key Stages 1 and 2. Pupils with learning difficulties and/or disabilities make good progress throughout the school as a result of the good levels of support they receive.

Personal development and well-being

Grade: 2

Pupils thrive and develop well in this caring and supportive environment. Their personal development and well-being are good because the school helps them effectively. Their attitudes

toward school and work are outstanding because most lessons are great fun and interesting. This results in extremely high levels of motivation and attendance. Behaviour is excellent in lessons and around the school. Pupils are extremely polite and helpful towards one another. The older ones are particularly good at helping those who are younger or who are having difficulties. Pupils have a good knowledge of how to stay safe, whether on the roads or on the Internet. They also talk knowledgeably about how to make healthy choices, reflecting well the reason why the school has the Healthy Schools award. Spiritual, moral, social and cultural development are good and many pupils display considerable maturity and sensitivity when discussing such issues as race and culture. There is a strong sense of everyone's equality and pupils have a good awareness of diversity, tolerance and understanding of differences. They make a positive contribution to the school and local community and enjoy taking responsibility for tasks. They work cooperatively together, plan and evaluate, so developing good skills for their future working lives.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good overall. Most lessons are good or outstanding. A small number are satisfactory. Teaching in Year 3 has been variable throughout the year as a consequence of staffing disruptions and this inconsistency has affected pupils' progress. In the most effective lessons teachers use their good subject knowledge to devise varied activities that stimulate pupils' interest. These meet their needs well because they are accurately matched to what the pupils need to learn next at each level of ability. ICT is well used by pupils and helps them to work independently. They engage in group work and paired discussion with maturity and confidence. Teaching assistants support pupils' learning well and relationships in class are very good. In a very small number of lessons activities are not carefully enough matched to pupils' needs and their attention wanders. Teaching here is less challenging and progress slows as a result. Marking of pupils' work is good across the school, with clear guidance being given on standards reached and the next steps needed to make progress.

Curriculum and other activities

Grade: 2

The curriculum is good. It is broad, balanced and meets all requirements. There is a clear focus on promoting key literacy and numeracy skills, and ICT is well used to extend learning in the classroom. The programme to develop social and emotional aspects of learning contributes well to pupils' good personal development. The teaching of German has been successfully introduced and pupils enjoy the visiting music specialists' lessons, which often result in highly popular productions. Art and music are particularly strong in the school. The quality of display work around the school is excellent, and rightly celebrates pupils' achievements. This helps to create a vibrant learning environment. The curriculum is well adjusted to meet the needs of those who find learning difficult. Work to introduce a thematic approach is under development. A wide range of extra-curricular activities are well attended. The strong focus upon sport and other cultures supports pupils' healthy lifestyles and understanding of the world. A homework club after school provides a valuable opportunity for pupils to consolidate their learning in a supportive context.

Care, guidance and support

Grade: 2

The school provides good quality care. There is a good atmosphere which is at the same time relaxed and happy as well as productive and motivated. Carefully planned and colourful changes to the physical environment of the buildings, involving artists and designers, have been greatly appreciated by the pupils. Arrangements for safeguarding children are robust and meet all statutory requirements. There is a range of approaches to guiding and supporting pupils in their academic work and these are effective in securing good progress. Staff use their regular assessments to identify pupils who need special or additional support. Those with learning difficulties and/or disabilities make good progress because they are well supported and monitored. The Race Equality Mark award is well earned and reflects the good work of the school in encouraging equalities and the elimination of discrimination. The school works well with parents and they are regularly informed about the progress of their children. The breakfast club provides a welcome additional service in the morning but this is becoming oversubscribed with the result that current arrangements, although safe for children, are no longer sufficient to fully meet the needs of pupils and parents. Numbers are unpredictable and on some days there are insufficient activities to go round. Some parents would like the club to operate for longer hours.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher and his deputy have a good vision for the future of the school and they are building a talented and highly committed staff to achieve this. There is a clear focus upon raising standards and achievement within an inclusive and supportive environment. The restructured staffing over the last year is effective, although there is still some disruption to learning through staff absence. Subject coordinators, many recently in post, are working well with the staff to monitor standards. The school has a good understanding of what needs to be done to bring about improvement and appropriate plans are in place to achieve this. The issue of pupils' progress in Year 3 is being tackled robustly by the governors and headteacher, together with local authority support. Equality of opportunity is well promoted amongst all other groups. The school works well with external partners to promote pupils' personal well-being. It has sensitively evaluated local needs and good community cohesion is demonstrated by the high numbers of parents who attend the weekly worship and celebration assemblies. The school promotes wider community cohesion well, and extensive visits and visitors to the school broaden pupils' understanding of diversity in Britain and the world beyond. Governors have a good understanding of the strengths and weaknesses of the school and carry out their support and challenge functions well.

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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?	1
How well do children in the EYFS achieve?	1
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?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

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

26 May 2009

Dear Pupils

Inspection of Rishton St Peter and St Paul's Church of England Primary School, Lancashire, BB1 4DT

Thank you for the warm welcome you gave us when we inspected your school recently. You were very friendly, polite and enthusiastic about what you do. You told us a lot of interesting things about your school and you are clearly very proud of it. Rishton St Peter and St Paul's Church of England Primary is a good school, and some things are outstanding. These are some of the things we think are particularly good.

- You get an excellent start to your learning in the outstanding Early Years Foundation Stage unit.
- You have very positive attitudes to learning and your behaviour and attendance are excellent. Well done.
- You make good progress as a result of the good curriculum and leadership and management of the school.
- Your social, moral, spiritual and cultural development is good and you have a good understanding of what it means to lead a healthy lifestyle.
- Much of the teaching is good and there is some that is outstanding.

There are three things we have suggested to your school to make it an even better place to learn. First, we think the Year 3 class should have help catching up because they have had a lot of different teachers this year. Second, we have asked the school to make sure there will not be so many changes of teacher from now on. Finally, we have asked Mr Greenhalgh to look at the way the breakfast club is run, and the times it opens, so that it can provide enough activities for the large numbers of you that attend.

You can help by telling your teachers how you learn best and if you have any problems. You can also help by continuing to behave well and working hard as you do at the moment. I wish you all the very best for the future.

Yours sincerely

Nigel Cromey-Hawke

Lead inspector