

Hornby St Margaret's Church of England Primary School

Inspection report

Unique Reference Number	119530
Local Authority	Lancashire
Inspection number	327061
Inspection dates	20–21 May 2009
Reporting inspector	Kathryn Dodd

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)	46
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 David Conner
Headteacher	Mr Kerry Stafford-Roberts
Date of previous school inspection	1 June 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Main Street Hornby Lancaster Lancashire LA2 8JY

Age group	4–11
Inspection dates	20–21 May 2009
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Introduction

The inspection was carried out by one additional inspector.

Description of the school

All the pupils attending this much smaller than average sized school are from White British backgrounds. There are no pupils entitled to free school meals. Pupils are taught in two mixed-age classes. The school makes provision for children of Reception age, who are taught in the same class as pupils in Years 1 and 2. The proportion of pupils with learning difficulties and/or disabilities is average, although this varies greatly from year-to-year. In September 2008, the headteacher of a neighbouring small school was appointed to the headship of this school on a part-time, non-teaching basis. The school has been accredited with the Activemark and Healthy Schools Awards.

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 has an accurate view of its effectiveness and provides satisfactory value for money. It also has a number of good features, including pupils' personal development and well-being which reflects the warm and nurturing way that pupils are cared for. The school is placed right at the heart of local community life. Pupils are very keen to contribute positively towards it and to become good citizens of tomorrow. Most parents have very positive views. They overwhelmingly agree that their children are happy and safe, and they appreciate the warm and welcoming approach from staff. Pupils behave well, show good attitudes to learning, and speak knowledgeably about how to keep safe and healthy.

Achievement is satisfactory. By Year 6, standards are generally average, although they sometimes vary due to the small size of the year groups. This represents satisfactory progress from pupils' starting points. In English, standards are higher in reading than those in writing. Pupils' progress in writing is sometimes held back by a lack of opportunities for practising writing skills as part of work in other subjects. Teaching and learning and the curriculum are satisfactory. Learning gets off to a good start, however, in the Early Years Foundation Stage. This is an improvement since the previous inspection. Reception children's progress has accelerated because staff track children's small steps in learning very frequently. They then use this information well to ensure that activities offered take good account of children's varying needs. Between Years 1 and 6, although there are examples of good teaching and learning, learning moves forward at a satisfactory rate. For many of these pupils, teachers do not always use information from their assessment of learning well enough in their lesson planning to promote good progress. Nevertheless, pupils with learning difficulties and/or disabilities make good progress. The good range of well co-ordinated support programmes, effective partnerships between home, school and other support agencies, and highly skilled support from teaching assistants all contribute to this successful outcome.

Leadership, management and governance are satisfactory. Staff are adapting well to the recent change in leadership structure. The headteacher has accurately evaluated the school's performance, quickly recognising both its strengths and areas needing attention. Improvement planning is now well underway and success is already evident in a number of areas. For example, strengthened partnerships are being forged with nearby schools, which are furthering development opportunities for both pupils and staff. Similarly, improved recording and analysis of information gained from tracking pupils' progress is helping leaders to identify precisely where learning could speed up. As a result, subject leaders and governors are becoming clearer about the school's performance. However, they do not yet play a full part in monitoring and evaluating the quality of education on offer because the skills needed to do this effectively are still developing. Nevertheless, there is a sensible and accurate view of the way forward. There has been satisfactory improvement since the previous inspection, particularly in the heightened skills of children as they enter Year 1. This provides a satisfactory platform upon which to build the future.

Effectiveness of the Early Years Foundation Stage

Grade: 2

When children start in the Early Years Foundation Stage, their skills are generally typical for their age. Learning gets off to a successful start. Children quickly settle into school routines, playing an active part in school life. The warm and caring relationships between adults and

children ensure that they are happy and feel safe. Children's personal, social and emotional development is good. Adults encourage children to behave well and develop their confidence. Children also benefit from watching their older classmates show good attitudes to learning. The quality of teaching and learning and the curriculum are good. Since the previous inspection, changes to the ways in which staff find out how well children are progressing have helped to accelerate their progress. Staff work together closely and use this information smartly, so that daily activities take good account of children's varying needs. As children work alongside adults, including the teaching assistant, learning is mostly purposeful and effective. Opportunities for taking learning forward are sometimes restricted when children play independently. This is because the range of quality learning resources available, particularly outdoors, is limited. Nevertheless, good leadership and management ensure that provision is adapted to boost learning where it is needed most, such as planning new opportunities for learning outdoors. Children make good progress. By the start of Year 1, most children have reached average and some above average levels.

What the school should do to improve further

- Make better use of information gained about pupils' progress and attainment to plan and provide work that meets pupils' varying ages and capabilities.
- Raise standards in writing, especially for higher attaining pupils, and provide more opportunities for pupils to practise their writing skills as part of work in other subjects.
- Ensure that subject leaders and governors develop the full range of monitoring and evaluation skills needed to review the school's performance.

A small proportion of the schools whose overall effectiveness is judged as 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

Achievement is satisfactory, and standards by the end of Year 2 and Year 6 are generally average. Although the 2008 nationally published test data for pupils in Year 6 reported below average standards, the pupils tested included a higher than usual proportion of pupils with learning difficulties and/or disabilities. The results reflected overall satisfactory progress from their lower starting points. In recent years, standards in mathematics and science have been higher than in English, where standards in writing lag behind those in reading. In writing, the proportion of Year 2 and Year 6 pupils reaching higher levels of attainment is often much lower than the national average. School data and inspection evidence indicate that this continues to be the case across the year groups. This is why the school has identified improving writing as a priority. Pupils with learning difficulties and/or disabilities achieve well because they have good support to complete work that is matched closely to their individual needs.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development is good. Strong Christian values are at the heart of the school. Pupils learn together harmoniously, show care and respect towards one another and feel happy and safe. Pupils' enjoyment of school is reflected in their consistently above average attendance. Pupils behave well, demonstrate sensible and mature attitudes towards their learning and are always keen to

do their best. They are proud to belong to their school and local community. Pupils of all ages enjoy taking on many responsibilities that contribute to the day-to-day running of school. They develop a very good understanding of how to contribute positively to their local community, through links with the church and other nearby schools, and by taking part in many community events. Opportunities for pupils to participate in activities that will enable them to have a stronger influence on school decision making and develop a good awareness of the diversity of cultures in Britain and the wider world are not fully developed. Pupils' good understanding of healthy lifestyles shows in their eagerness to participate in the good and growing range of sporting activities on offer, such as karate, hockey and multi-skills sessions. Pupils' good personal skills, along with satisfactory progress in literacy and numeracy skills, prepare them soundly for their future.

Quality of provision

Teaching and learning

Grade: 3

Pupils make satisfactory progress as a result of satisfactory teaching and learning. Good organisation, positive relationships, adept use of computerised teaching boards and effective management of behaviour, all make a sound contribution to pupils' progress. Teaching assistants play a full and active role in moving learning forward and contribute significantly to enabling pupils with learning difficulties and/or disabilities to make good progress. There are also examples of good teaching and learning, typified by: skilful and challenging questioning that keeps pupils on their toes; ongoing opportunities for pupils to discuss their learning together; pupils' regular involvement in understanding how well they are getting on; and good quality marking. In recent months, teachers have started to record more regularly information from assessing pupils' skills and knowledge. There are early signs that this is impacting positively on pupils' progress, particularly in literacy lessons for Years 3 to 6. Even so, at present, this information is not used consistently well to plan lessons with activities that are tightly matched to the wide range of ages and capabilities of pupils in each class.

Curriculum and other activities

Grade: 3

A satisfactory curriculum enables pupils to make steady progress. Good support programmes help to meet the needs of pupils with learning difficulties and/or disabilities, as well as those with social and emotional needs, so that they learn successfully alongside their peers. Effective partnerships within the locality successfully enrich the curriculum, for example, working with a local artist and exhibiting artwork in a nearby gallery. The timetable provides an appropriate balance between subjects, placing sufficient emphasis on literacy, numeracy, science and information and communication technology (ICT). There are, however, not enough opportunities for pupils to practise their writing skills as part of work in other subjects, so that the gap in standards between reading and writing is closed. Opportunities for challenging the more able pupils are developing, such as participating in a writing workshop alongside pupils from other schools. Challenging pupils' thinking as part of day-to-day lessons is sometimes overlooked, as when pupils complete undemanding worksheets.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory. Staff know pupils and their families well, and effective care and pastoral support is provided. Pupils are confident that someone, adult or peer, will help them to overcome difficulties and make them feel safe. Appropriate procedures for safeguarding pupils are in place. Pupils with learning difficulties and/or disabilities make good progress. This is the result of well-coordinated provision, which successfully unites parents, staff, and external support agencies with high quality teaching assistants and the teacher with responsibility for special educational needs. Many local community volunteers support learning, such as by hearing pupils reading regularly. Procedures for spotting peaks and troughs in pupils' learning and checking progress towards learning targets have recently been improved. Staff are more aware of what is required for learning to move forward at a good rate. Pupils are also developing an awareness of how well they are getting on and how to improve their work. In literacy, for example, older pupils discuss their achievements and next steps with staff and with one another. Such practices, however, are not yet applied consistently across the school.

Leadership and management

Grade: 3

Leadership, management and governance are satisfactory. Staff are adapting well to the new headteacher's leadership and welcome his approach. Through effective monitoring and recent consultation with stakeholders, such as parents and the local authority, the headteacher has formed an accurate view of the school's effectiveness. There is now, for example, a clear understanding of what is required to promote community cohesion and so the planning of activities to extend pupils' contribution to the wider national and global communities is underway. Procedures for tracking pupils' academic achievement and further developing the learning environment, the curriculum and partnerships with other schools have all improved recently. Even so, these improvements are yet to impact on accelerating pupils' progress to a consistently good rate. Governors give time willingly and support the school effectively in managing financial matters. Recent staffing changes have necessitated a reorganisation in subject leadership. Subject leaders and governors are developing a greater awareness of how well the school is performing, but they have yet to develop fully the skills needed to monitor and evaluate the school's work effectively. Nevertheless, there is a realistic, sensible and accurate view of the steps necessary to take the school forward, along with a united commitment to do so.

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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	3

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?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

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	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	3
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?	3
How well are learners cared for, guided and supported?	3

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	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
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**

22 May 2008

Dear Pupils

Inspection of Hornby St Margaret's Church of England Primary School, Lancashire, LA2 8JY

Thank you so much for the warm welcome you gave me when I inspected your school. You were keen to talk to me and answered my questions politely and sensibly. Your behaviour is good and you are well mannered. It was good to hear that you feel safe and happy in school. Adults care about you a good deal and you care for one another a lot, too. I particularly enjoyed looking at the artwork you produced when working with a local artist, and hearing about it being displayed in a local exhibition. You get lots of chances such as this to play an active part in local community life. I was also pleased to see just how excited and engaged you were when taking part in a multi- skills session, led by a specialist coach. It was easy for me to see why you enjoy school and that you know so much about keeping your bodies healthy.

Your school is a satisfactory school. The standards you reach by Year 6 are similar to those expected for 11-year-olds. The rate at which you learn is also as expected. These standards, along with your good attitudes to learning, prepare you satisfactorily for when you transfer to secondary school. Children in the Early Years Foundation Stage and pupils receiving extra help learn at a faster rate. So that your school gets even better, and that you all learn at this faster rate, I have asked that the school makes the following improvements:

- your teachers always plan work that is just right for you and gives you chances to show what you are capable of
- you have more chances to practise writing as part of your work in other subjects, so that you do as well in writing as you do in reading
- your school leaders and governors know develop new ways to check how well your school is doing and find out what needs to improve next.

You can help your school by always asking how well you are getting on and what you still have to do to reach your learning targets. Of course, you should continue to try your best in everything that you do.

Wishing you all the very best for a successful future.

Yours faithfully

Kathryn Dodd

Lead inspector