

# Melling St Wilfrid Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	119536
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	327062
<b>Inspection date</b>	21 January 2009
<b>Reporting inspector</b>	Gordon Alston

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)	43
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>	Mrs Lynn Glaves
<b>Headteacher</b>	Mrs Geraldine Andrews
<b>Date of previous school inspection</b>	1 December 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>	Lodge Lane Melling Carnforth Lancashire LA6 2RE

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<b>Age group</b>	4–11
<b>Inspection date</b>	21 January 2009
<b>Inspection number</b>	327062

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

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is a small school where all of its pupils are from White British families. The vast majority of pupils are not from the village itself but are transported to school from the surrounding areas. The proportion of pupils eligible for a free school meal is below average as is the percentage of pupils with a learning difficulty and/or disability. The number of pupils who join or leave the school at other than the usual times is much higher than typically seen. The Early Years Foundation Stage (EYFS) provision consists of the Reception class. The school has recently achieved Healthy Schools and Activemark Awards. There is pre-school provision for pupils which was inspected separately.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

'St Wilfrid is a really great school to come to every day, we love it', chorused a group of pupils, reflecting the quality of this good school. At its core is the leadership of a highly committed headteacher supported by a very conscientious staff. Her enthusiasm for 'the best we can possibly give the children' is infectious, as is her drive for learning to be enjoyable. Personal development is good and pupils thoroughly enjoy school; this is reflected in their excellent behaviour and good attendance. Parents and carers are extremely pleased too; their feelings are encapsulated in one view: 'Every time I go into the school I am struck by the buzz, the friendly atmosphere and the considerate and helpful staff - such happy children. They are always full of enthusiasm.'

Achievement is good. With such small numbers attainment on entry to school varies year-on-year. Overall children start school with a range of skills that are close to those typically found for their age and leave Year 6 with above average standards. Pupils of all ages and abilities now achieve well, which is a good improvement since the last inspection. Progress is best in mathematics. The school is aware of this and is now focusing on how it can increase pupils' attainment in reading and particularly in writing, even further. The quality of teaching and learning is good. Since the previous inspection, the school has made significant improvements in analysing closely pupils' needs and achievement and in setting, where necessary, more challenging work. Teachers involve pupils well in developing strategies for better learning, including the good use of information and communication technology (ICT). Although work is regularly marked it does not always help pupils know what to do next or whether they have achieved their target.

Very strong pastoral care pervades the school and care, guidance and support are good. There is good support for pupils with learning difficulties and/or disabilities. Systems to track pupils' progress are now rigorous and effectively used to get good achievement. Pupils' good grasp of the basic skills of literacy, numeracy and ICT, supplemented by their superb attitudes to work, prepare them well for their future.

The enjoyment of pupils is partly due to the good curriculum. They learn through many first-hand experiences and topics are enriched with a number of exciting visits and visitors. The outdoor environment is superbly used as a learning opportunity as well as a recreational area. This contributes to the pupils' good levels of spiritual, moral and social development. The result is pupils who are very thoughtful and positive in their attitudes. Pupils make a good contribution to the school and wider community through their 'circle time meetings' where they discuss pupils' concerns, involvement in the school council and many charitable activities. Pupils have a good understanding about how to stay safe and healthy and are committed to caring for the global environment.

All staff play an effective role in making this a good school. Self-evaluation is rigorous and the school knows itself well. Priorities are turned into actions that lead to improvement. Governors are influential in the school. They have first hand contact with teachers and pupils and, consequently, are very knowledgeable about what is happening. Improvement since the last inspection is good because of the relentless drive to raise standards. The school is in a good position to improve further.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

The EYFS is well managed so that children's welfare is successfully promoted and their well-being is maintained at all times. As a result, children settle very quickly into the secure and welcoming environment provided for them. The very low numbers of children starting in the EYFS each year have a wide range of ability. Individual records show the children make brisk progress and by the end of the Reception year most are working at average levels and a few reach beyond this in all areas of learning. Several factors contribute to this success including good teaching, an exciting and practical curriculum and a strong emphasis on helping the children to become effective and independent learners. Children's personal, social and emotional development is exceptionally good. They are very good at working together and maintain high levels of concentration. Staff regularly observe the children and record their key successes, using this information successfully to plan the next activities. The end result is happy, confident children who are very well prepared for the next stage of their education because they have a secure grasp of early reading, writing and mathematics.

### What the school should do to improve further

- Raise achievement in writing.
- Improve the quality of marking of pupils' work.

## Achievement and standards

### Grade: 2

Achievement is good and standards are high. Pupils' progress across the school is more consistent than it was at the time of the last inspection. Because numbers are so small and variable, attainment on entry changes significantly from year-to-year. Similarly, comparisons of trends and results at the end of Years 2 and 6 are not reliable guides to whole-school performance. In the EYFS, progress is good resulting in most children reaching expected standards at the end of Reception. The good progress continues through Years 1 to 6, and currently standards are average by the end of Year 2 and above average by the end of Year 6. In national tests challenging targets are met, but as a result of analysing this data the school is focusing on further raising pupils' standards in reading but particularly in writing. The school has a number of strategies for improvement in place that it is piloting, such as mixed age reading groups each week. No group is significantly underachieving. The more able pupils are sufficiently challenged, whilst pupils with learning difficulties and/or disabilities make good progress because they receive good support. Boys and girls do equally well.

## Personal development and well-being

### Grade: 2

The pupils feel safe, they thoroughly enjoy school and attend well. They talk enthusiastically about their favourite activities and display very positive attitudes to learning. Pupils are very friendly and polite, and their behaviour is impeccable. Relationships are excellent. Pupils' spiritual, moral, social and cultural development is good. The day-to-day life of the school and the curriculum, including links with other local schools and with Nepal, give pupils a strong understanding of themselves and their place in the wider world. The pupils understand clearly matters concerning their well-being. The school has an Activemark award for its commitment to sport and is recognised as a Healthy School. Pupils make a good contribution to the school

community through many extra responsibilities and the respect they show for each other and their teachers. Well developed academic and personal skills give them a good platform for the future.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good. Excellent relationships promote learners' willingness to try hard; a particularly strong feature is the bond of 'working together to do well' firmly established between staff and pupils. Teachers' knowledge of their pupils is exceptional and as a result, the work provided is well suited to the needs of all abilities. Teachers expect and ensure that pupils work hard and learn at a brisk rate so that they make good progress. Pupils who have learning difficulties and/or disabilities are very well supported by all staff.

Conscientious teaching assistants play an important role in this. Teachers' classroom management is very good and pupils display excellent behaviour and attitudes to work. They are encouraged to work independently, and also cooperatively, often with pupils from other year groups. Challenging literacy and numeracy targets have made pupils and teachers aware of what individuals should try to achieve, thereby raising expectations and the quality of teaching and learning. Although work is regularly marked it does not always help pupils know what to do next to improve or whether they achieved their learning targets.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum meets the needs of all pupils well. Throughout the school there is a consistent approach to developing pupils' basic skills in literacy, numeracy and ICT. Skills in writing are beginning to be exploited well in topics in other areas of learning. Practical investigations add much to the enjoyment of learning. In personal, social, health and citizenship education and in religious education, pupils gain a better understanding of one another and of different world faiths. Specialist teaching is provided in music and ICT and French is taught throughout the school. International links with other schools and different communities are developing well and include a link to Nepal. Visits are planned carefully to spur on pupils' interest in learning. Pupils and parents appreciate the wide range of extra-curricular clubs.

### **Care, guidance and support**

#### **Grade: 2**

Parents are justified in highlighting this as one of the strongest aspects of the school's work. There are many tributes to the excellence of the sensitive and effective support provided for vulnerable or disadvantaged pupils. Teachers are full of enthusiasm and offer much support to the pupils. 'My children have loved their time in school and have developed into individuals we are proud of,' is a typical comment made by parents. The school's arrangements for safeguarding and protecting pupils are fully in place. Systems are rigorous to ensure pupils' good achievement and they are now used effectively to highlight any potential underachievement and to initiate extra support where needed. The school has very successful strategies to try to ensure that all pupils attend regularly, and attendance is almost 97%. Good partnerships with outside agencies enhance the provision for pupils most in need of support or to improve the provision for pupils with special gifts or talents. Academic guidance and support are good. Effective tracking systems

enable pupils' progress to be checked and steps taken to support any pupils falling behind. Pupils are not always, however, made aware of how well they are doing and whether they have achieved their own targets.

## **Leadership and management**

### **Grade: 2**

The headteacher provides good leadership and sets a very clear direction for the school. She maintains high expectations for standards and the quality of provision ensuring that there is strength in its capacity to improve. All staff members, governors and parents share that vision and contribute fully to the school's continuing success. The school lies at the heart of its community. Community cohesion is strong through links between the local and wider community, particularly church and village organisations, and a range of strategies to promote pupils' awareness of global communities. It is effective at creating the context in which pupils at all levels are able to progress well, both academically and personally.

Improvement since the previous inspection has been good. The headteacher, very well supported by staff, successfully steered the school since its last inspection creating a good school from a satisfactory school three years ago. Self-evaluation is rigorous and accurately assesses the school's performance thereby identifying areas that need improving further. Governance is good. Governors have a clear role in school self-evaluation, and rigorously hold the school to account for its performance.



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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?	2
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>	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

<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?	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**

22 January 2009

Dear Pupils

Inspection of Melling St Wilfrid Church of England Primary School, Lancashire, LA6 2RE.

After spending one day in your school, I want to thank you all so much for making the experience a very enjoyable one. Your excellent behaviour and relationships are a credit to you all.

Well, what did I think after my visit? I know your teachers were worried about an inspector coming, but I hope my report will help them feel all their hard work is worthwhile, because my judgement is that St Wilfrid's is a good school. I always ask children for their views of the school and one pupil said, 'It's a fantastic school – the teachers really make lessons fun and care about you'. I agree: your school is a very caring place. You have a dedicated headteacher who leads your school very successfully and places your well-being at the centre of all that happens. All the staff make teaching really interesting and also make you work very hard. As a result, you are learning lots in lessons and reach high standards for your age. They try to make school very enjoyable and exciting with the many visits you go on and lots of visitors to school. I was pleased to see how hard you work, but equally important is how well you all get on. I saw lots of pupils who have responsibilities and do them very well. I was also very pleased to see all the clubs you have. You take regular exercise, and sport is important to you.

I'm sure your teachers often say, 'this is really good but you could make it even better if you...'. Well, this is what I am suggesting to your school. To be even better, it needs to help all children to do as well as they possibly can with their writing. You can help by really pushing yourselves with your writing. I know you all like having targets and I would like your teachers to tell you whether you have achieved them when they mark your work and to say how your work could be improved.

Finally, I would like to thank you again and wish you and your teachers every success for the future.

Yours sincerely

Gordon Alston

Lead inspector