

# St John with St Michael Church of England Primary School, Shawforth

## Inspection report

---

<b>Unique Reference Number</b>	119690
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	327111
<b>Inspection dates</b>	5–6 March 2009
<b>Reporting inspector</b>	Eric Jackson

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.

---

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	113
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>	Mr Greg Entwistle
<b>Headteacher</b>	Mrs Beverly Holmes
<b>Date of previous school inspection</b>	1 May 2006
<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>	Moss Side Street Shawforth Rochdale Lancashire OL12 8EP
<b>Telephone number</b>	01706 852614

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	5–6 March 2009
<b>Inspection number</b>	327111

**Fax number**

01706 852614

<b>Age group</b>	3-11
<b>Inspection dates</b>	5-6 March 2009
<b>Inspection number</b>	327111

---

© Crown copyright 2009

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

This smaller than average school mainly serves its immediate locality, an area of some socio-economic deprivation. The number of pupils eligible for free school meals is above average. The school has a higher proportion of pupils than usual who have learning difficulties and/or disabilities. All pupils speak English as their first language. The Nursery caters for up to 26 children in the morning, some of whom transfer to Reception classes in other schools. Before and after-school care is provided, and there are a limited number of afternoon paid places in the Nursery. Considerable building work has taken place over the last two years to remodel the school.

## 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. It has an attractive remodelled building, and is popular with parents/carers and children. It provides a good quality of education that prepares pupils well for the next stage of their lives. A parent wrote, 'The school, its pupils and teachers are all very welcoming. I believe this to be an excellent environment to be educated in.' Pupils are safe, behave well and are well cared for. All required safeguarding and child protection measures are in place. Parents value the well-attended before- and after-school provision and also the afternoon nursery places.

Standards vary year-to-year, which is typical of small year groups. Provisional results in national tests for Year 6 were well above average in 2008, although low in Year 2 assessments. A very high proportion of pupils has a learning difficulty in this Year 2 group. Pupils with learning difficulties and/or disabilities and those with a statement of special educational need make good progress because they receive good support. Pupils make good progress overall across the school. They also develop strong spiritual, moral, social and cultural skills as part of their good personal development. Pupils describe how they are expected to care for each other, and understand how to keep themselves and others safe. Pupils take full advantage of the many opportunities to keep fit and healthy, both through healthy food choices and sporting activities. The achievement of the Healthy School and physical activity elements of the local Healthy School Award reinforces this. Community cohesion is good, confirming the school's evaluation. Pupils make a good contribution to the school and local community, and learn well about the diversity of faiths and cultures in Britain and the wider world. There is a good link with Muslim pupils in a Burnley school, including visits to each other's schools.

Teaching is good overall and it promotes learning well. The very best teaching is outstanding, and much is good, but there is also a small proportion that is weak. Working closely with the local authority, the staff have put in place many effective new approaches to teaching and learning. These measures have accelerated pupils' progress following a dip while the building work was in process. While progress is satisfactory and sometimes good in literacy and numeracy in Key Stage 1, there are some weaknesses in the organisation and management of whole-class teaching. The curriculum is good. Pupils have many opportunities to extend their learning through visits, such as to Manchester Cathedral, and through after-school clubs and events. Staff are implementing new assessment procedures that involve pupils more in understanding their own learning. However, pupils do not yet have enough independence in assessing their own and other pupils' work, and in determining how they can improve further.

Leadership and management are good, promoting equality of opportunity well. The headteacher gives good direction for the school's improvement, overseeing the remodelling of the school successfully. Other key leaders also manage aspects of the school's work well in the Early Years Foundation Stage and for pupils with learning difficulties and/or disabilities. Working with the local authority school improvement team has been effective in raising standards in the core subjects of English and mathematics, and in accelerating progress. Governors are kept fully informed and make a good contribution to monitoring and evaluating the school's work. Issues from the last inspection have been dealt with, and there is good capacity to improve further.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Provision is good and there are some outstanding features. The setting is secure, and children are safe and cared for excellently. Many children start the Nursery with skills and abilities that are below those typical of 3 and 4 year olds. They make good and some make very good progress in the Nursery to reach average or above average levels by the time they transfer to Reception in the schools of their parents' choice. Attainment of the intake into this school varies considerably from year to year. Reception children are taught with Year 1 in the mornings when they make good progress in developing their language and mathematical skills. In the afternoon, they share the Nursery with those younger children whose parents have paid for them to stay. Reception children were observed taking great care in planting seeds in the flower beds, as part of the 'garden centre' theme. The provision is very well led and managed: planning for learning is imaginative and thorough. For example, the children are convinced that the 'unseen bear' in the cupboard goes shopping after school for its food! Well-organised assessment arrangements are used to modify activities to provide increased challenge, and to keep parents well informed about their children's progress. Children's personal development and well-being are excellent, so that they manage themselves extremely well, and confidently explore the many learning opportunities available. The setting has been improved considerably inside and out, but access to continuous outdoor provision is still too restricted.

### What the school should do to improve further

- Improve the consistency teaching and learning for pupils in Years 1 and 2 to match that in the rest of the school and improve their progress.
- Promote pupils' independence in learning through opportunities to assess their own and other pupils' work and having ideas about how to improve further.

## Achievement and standards

### Grade: 2

Standards are shown to be well above average in the unvalidated 2008 national tests in English, mathematics and science for 11 year olds. This represents good progress for this group of pupils, with all targets exceeded except in writing for the highest attainers. Writing has been identified as a target for improvement across the school. The test results in 2008 reverse a falling trend, with the current Year 6 on track to hit the school's demanding targets in 2009.. Assessment results at the end of Year 2 have fallen over the last few years, and last year were well below average at both the expected and higher levels. However, 60% of this year group had learning difficulties or a statement of special educational need and overall achievement was satisfactory. Progress in English and mathematics for the current Year 2 is also broadly satisfactory.

## Personal development and well-being

### Grade: 2

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, is good. It is central to the ethos and work of the school. Several parents'/carers' responses to the questionnaire indicated their positive reactions to their children's personal development. Parents' very good attendance at the achievement assembly testified to this. Pupils contribute to the happy and safe atmosphere by adopting a caring approach to each

other. For example, when a pupil fell in the playground, several older children immediately ran to help and comfort him and take him to an adult. Pupils feel safe in school knowing they can gain access to personal support quickly. They adopt healthy lifestyles, making sensible food choices and keeping themselves fit by playing games together. Behaviour is good and often commented on favourably when pupils go out on visits. A small number of parents expressed concerns about bullying but the pupils said that any incidents were minor and dealt with effectively by staff. Pupils clearly enjoy school and say lessons are interesting and often good fun. Attendance is average. The pupils' enthusiasm to serve as prefects, to be members of the school eco-council and take harvest gifts to local elderly residents illustrates well pupils' contribution to the school and local community. They are well prepared for the next stage of their learning and their future lives.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Pupils enjoy their learning, being inquisitive and focused on the tasks set for them. They are determined to do well so that lessons mainly flow smoothly and the staff can concentrate on helping pupils make progress. The good relationships between pupils and staff are central to this success. Some outstanding teaching was seen in the Early Years Foundation Stage and Key Stage 2, and teaching is generally good across the school. Where weaker teaching exists, there is clear evidence that the school is taking action to improve this. Specialist teaching in English, mathematics and science for Years 5 and 6 ensures they make good progress. Most lessons are adapted to the needs of different groups of learners, and support staff are deployed well to work effectively with groups or individuals. Assessment and marking are good and improving. They are beginning to involve pupils more, but not yet sufficiently. Homework reinforces learning in literacy and numeracy, although parents sometimes feel that what is expected is unclear.

### **Curriculum and other activities**

#### **Grade: 2**

The good curriculum meets requirements, with a suitable concentration on the core subjects of English, mathematics and science. Information and communication technology is used and taught effectively, and is used well to support work across subjects. Pupils' personal development and understanding of health and safety are also central to the curricular offer. There are good enrichment activities, including school trips, visitors to school, and links with a School Sports Partnership. There is also specialist teaching of French and music from Year 1 onwards.

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

#### **Grade: 2**

The school's care, guidance and support are good. Teachers and teaching assistants know the pupils well and provide caring advice and support. Child protection, risk assessments and safeguarding procedures meet requirements. Attendance is satisfactory, with no persistent absentees. The school forges effective relationships with parents, partner schools and local service providers. Academic guidance is generally good. The improved systems to monitor and evaluate pupils' progress help teachers to focus support more accurately. Older pupils are aware of their targets for improvement but are not encouraged consistently enough to be more

independent in assessing and leading their own work. Those pupils with learning difficulties and/or disabilities benefit from good support and the good links made with external agencies.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The headteacher has high expectations and has set a clear direction for the school's progress. She and the staff have worked effectively with local authority staff to raise standards and achievement by setting challenging targets against which they can measure their effectiveness. Other key leaders offer good leadership and management in their areas of responsibility, and staff teamwork is coherent and purposeful as a result. All staff and governors are involved in monitoring and evaluating the school's work and parents' and pupils' views are taken into account. This self-evaluation is accurate. The staff are alert to pupils' needs, and ensure that different groups are provided for well, including the able, gifted and talented, and those with learning difficulties and/or disabilities. One parent movingly described the care taken by the school to manage the transition for her statemented child to the next phase of education. The school works well with other schools, the local authority and outside agencies, and community cohesion is good. Governors have made good senior staff appointments, and fulfil their responsibilities well. The school is well placed to continue to improve.



**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

**Annex A**

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

### 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?	1
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	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	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**

9 March 2009

Dear Children

Inspection of St John with St Michael Church of England Primary School, Shawforth, Lancashire,  
OL12 8EP

It was good to meet you in your newly remodelled school! I know that you enjoy the new space and facilities, and the staff have already helped you to put it to good use. Thank you for helping me to decide how well your school helps you to grow and learn. Please thank your parents for me if they returned one of the questionnaires.

You and your parents told me that your school is good, looks after you well, and helps you to make good progress. Many parents of Nursery and Reception children feel that you get off to a good start in your education. I agree, and wish that I was still four, and could make friends with the bear in the cupboard.

The staff have helped you all to deal with the disruption caused by the building work, and are working hard to make sure that you achieve as well as you are able. Certainly, Year 6 reached high standards last year, and those of you in Year 6 now are making good progress, as are most of you across the school.

I think that you behave well and that your personal development is good. You clearly know about how to live healthy lifestyles and your eco-council is 'on the ball' about sustainability. You ask them.

Many new things are happening to help you make better progress. The staff are going to make sure that those of you in Years 1 and 2 do as well as you can. They will also encourage all of you to be more involved in assessing your own and other children's progress and thinking of ways you can improve.

I think that you could help by making sure your work is neat and tidy, trying to think about what your learning targets should be, and continuing to behave well and to enjoy your lovely school.

Yours sincerely

Eric Jackson

Lead inspector