

Padiham Primary School

Inspection report

Unique Reference Number	119164
Local Authority	Lancashire
Inspection number	339369
Inspection dates	13–14 July 2010
Reporting inspector	John Heap

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	260
Appropriate authority	The governing body
Chair	Mr John Greenwood
Headteacher	Mr John Hughes
Date of previous school inspection	22 February 2007
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Introduction

This inspection was carried out by three additional inspectors. Thirteen lessons were observed and 10 teachers were seen. Meetings were held with parents and carers, groups of pupils, governors and staff. They observed the school's work and looked at safeguarding documents and attendance data; improvement plans; minutes of governing body meetings; monitoring and evaluation documents from the local authority; samples of pupils' work and the tracking of pupils' achievements. Thirty-six parental questionnaires were returned and analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether attainment is high enough by the end of Key Stage 2, particularly in mathematics
- how the academic targets for the various groups are arrived at, monitored and evaluated
- whether there are links between marking and ongoing progress and what this tells us about the quality of teaching
- how well the school promotes the use and development of basic skills throughout the curriculum
- whether monitoring and evaluation practices are sufficiently robust, including any action plans in the Early Years Foundation Stage.

Information about the school

This average-sized school serves mainly White British pupils and a few from other minority ethnic backgrounds. A very small proportion of pupils speak English as an additional language. The proportion of pupils known to be entitled to free school meals is well above average. The proportion of pupils with special educational needs and/or disabilities is above average and the proportion with a statement of special educational needs is double the national average. The school moved recently onto one site. The school has received a range of awards, including: Healthy School status; the Activemark; ECO school and the outstanding achievement award for recycling; and commendations for improvements in information and communication technology (ICT) standards, skills and provision.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?**3****The school's capacity for sustained improvement****3**

Main findings

This is a satisfactory school. Strong, and improving, features of the school include: many good aspects of pupils' personal development, including their knowledge and understanding of the need to lead healthy and safe lifestyles; the way in which the curriculum fosters pupils' personal, social and emotional development and their knowledge and understanding about the environment, and the good partnerships with outside agencies that promote pupils' learning and well-being. Pupils are pleased with much of the school's work, including enrichment of the curriculum through the focus on the environment, and the variety of visits and visitors. They are also growing in confidence when using and applying their good skills in information and communication technology (ICT). Furthermore, pupils, parents and carers are rightly pleased with the good care, guidance and support provided by the school.

Most children enter school with low levels of skills and abilities for their age. In the Early Years Foundation Stage, learning and progress have very recently improved because of stimulating and well-planned activities that have enabled children to make good progress and reach broadly average standards. Overall, in Years 1 to 6, pupils make satisfactory progress. In lessons, teaching and learning vary between satisfactory and good, and it is this inconsistency that leads to pupils making satisfactory rather than good progress. The school has a detailed system for tracking pupils' progress and is beginning to use this to check that all pupils are making at least good progress. Pupils who have particular difficulties paying attention are well managed. In Year 6 national tests, standards in English and mathematics have been low for several years but currently standards are nearing the average. Leaders and staff have embraced the need to be more rigorous in using assessment information to challenge pupils to learn more, particularly in upper Key Stage 2. There have also been good choices made about the types of support pupils need to make more progress, such as the Every Child a Reader project.

The improvement in recent years of teachers' skills in using ICT has raised the quality of learning across the curriculum and the rate of progress for those of higher ability. However, pupils' English and mathematical skills are not used frequently enough in other subjects. As a result, opportunities for independent learning and better progress are reduced. The effectiveness of the school's self-evaluation is satisfactory. The school's identification of areas for improvement is largely accurate, but is not as effective as it might be because managers do not evaluate fully the impact of actions taken on pupils' learning. Moreover, the measures of success in the planning are adequate, but lack precision. Consequently, the capacity for sustained improvement is satisfactory.

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What does the school need to do to improve further?

- Raise attainment in English and mathematics by:
 - – eliminating the inconsistencies in pupils' progress
 - – increasing the use and development of pupils' basic skills in other subjects.
- Remove inconsistencies in teaching and learning by:
 - – increasing the amount of good, and better, teaching
 - – making individual learning targets more specific
 - – making the use of assessment and marking consistent across the school.
- Sharpen leadership and management by:
 - – ensuring the accuracy of the monitoring and evaluation of provision and its impact on pupils' learning
 - – providing more precise measures of success in school improvement planning.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Pupils show self-assurance, keenness and enthusiasm in lessons. For example, in a Year 1/2 mathematics lesson, the pupils were excited by the way in which the teacher used ICT well to illustrate sequences and how to do simple calculations. They are soundly prepared for their future education because they have positive attitudes to learning and to school and have adequate basic skills. A growing strength is the development of strong ICT skills, such as Year 5/6 pupils using laptops to edit their version of 'Barney's Diary' in an English lesson. Moreover, Year 6 pupils were very keen and proud to navigate through their ICT portfolio of work and identify the skills they had employed to, for instance, produce PowerPoint presentations and use complicated paint programs.

Achievement is satisfactory. Children join the school with poor skills and abilities. By the time pupils enter Year 1, their attainment is now close to average but this represents a very recent improvement. Hitherto, pupils' attainment has been low entering Year 1 and this has also been the picture in other year groups. Consequently, progress is satisfactory. Attainment and progress are improving, but the overall rate of progress is inconsistent. At the end of the current Year 6, attainment is below average, but edging upwards because of more rigorous subject management and better teaching and use of assessment. Across the school, pupils with special educational needs and/or disabilities, those from minority ethnic backgrounds and other groups make satisfactory progress from their low starting points because their work is well planned and they are ably supported in lessons.

Pupils' moral and social development is particularly strong. They form good relationships in the secure and supportive environment and enjoy all that the school has to offer. As a result, most pupils attend regularly and behaviour is good. Pupils have a good knowledge and understanding of the importance of leading healthy and safe lifestyles.

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They know that regular exercise and a healthy diet are very important. Pupils make a good contribution to school and the wider community. The school council represents the interests of the children well and raises much-needed funds for local and national charities and is focused on achieving environmental awards. Older pupils take on their responsibilities with enthusiasm, for example, the role of 'reading buddy', when supporting the younger ones and being a very helpful prefect around the school.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The quality of teaching is satisfactory and steadily improving. Good teaching was seen during the inspection. The stronger elements of teaching include: the increasing development and use of ICT; the effective support provided by classroom assistants; good classroom management that promotes good behaviour and supports learning. The use of information from tracking pupils' achievements to set broad targets for learning is improving. Consequently, pupils are confident learners who mostly know what they are doing and what is expected from them. However, pupils' learning and progress are satisfactory because: the individual targets set for pupils are not specific enough,

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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consequently, progress slows in some classes; marking, although regular, is inconsistent. As a result, the information provided by comments does not provide clear enough guidance as to how well the pupil is doing and what is needed to improve further. Errors are repeated and, for instance, in writing the quality of basic skills varies.

The strengths of the satisfactory curriculum include: good enrichment activities; much improved provision for ICT and its use by pupils to support their learning in literacy, geography and history. The curriculum strongly meets the needs of pupils in relation to their personal, social and health needs. All pupils benefit equally from what the school offers. The school provides a good range of visits and visitors and pupils speak warmly of the authors who visited recently. Work on the environment and sustainability is good and has led to an award for recycling. However, alongside the shortcomings in opportunities to use basic skills more widely, there is scope for pupils to learn more about cultural diversity, particularly at the national and global levels.

Pupils are well cared for and they feel safe and secure. Behaviour and attendance are monitored closely, consequently inappropriate behaviour is very rare and pupils are confident that when it occurs it is promptly and effectively sorted out. The impact of the family support worker has been important in all of this work. The school's monitoring of attendance and subsequent actions have resulted in a reduction in the amount of persistent absence. There is strong support for vulnerable pupils, including those with special educational needs and/or disabilities and those for whom English is an additional language.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher and senior leaders have been effective in driving through the improvements needed as identified at the last inspection and there is a clear understanding that academic standards and pupils' progress could be better. However, the school's regular monitoring of teaching and learning provides insufficient information about the progress pupils are making in lessons and over time. Leadership in all areas of care and personal development is good, including the safeguarding of pupils. Vetting and risk assessment systems are robust and pupils, parents and carers are confident about safety. Academic target setting is ambitious. Sound management systems have ensured that: issues identified in the previous inspection have been improved; the Early Years Foundation Stage is now good; standards are rising at the end of Key Stage 1;

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there has been the very effective development of ICT.

The school ensures that there is no discrimination and that there is adequate promotion of equal opportunities. Community cohesion is promoted adequately. It is strongest in the locality, but the school rightly recognises that national and global perspectives require further development. Communication with children, staff, parents and carers and governors is sound and their views are adequately taken into account. The school welcomes and takes notice of evaluation and support from the local authority and other partners and agencies. The sound governing body provides helpful monitoring in activities, such as health and safety and getting value for money when purchasing supplies and services. Governors' expertise is broadening and they have been active and effective in supporting the school's successful plans to improve the accommodation. Financial management is prudent and the school provides satisfactory value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children make a good start to their academic and personal development because of good provision and effective leadership and management. They settle quickly and become happy and receptive learners. Most children enter Reception with skills and abilities that are low in all areas and make significant gains in confidence and enthusiasm for learning. Consequently, they achieve well and by the end of the Reception Year their attainment is now broadly average. This shows a significant development over the last year or so. Children with additional learning needs are supported well because careful observations and systematic assessment enable the

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school to provide prompt support. The quality of teaching is good and stimulates learning well. The curriculum, both indoors and in the well resourced outdoor area, provides a good balance between activities led by the teacher and those chosen by the child. These activities are well matched to the children's needs and foster interest, fun and growing achievement, such as travelling on the 'naughty bus' in Toy Town. Children choose to travel and staff collect the fares while counting the money and giving change. Relationships with the caring staff are strong. Parents and carers appreciate the good communications between home and school and the good care provided for their children. Good links with external agencies, such as local Nursery settings, contribute significantly to the effective promotion of children's welfare.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The majority of the small number of parents and carers who returned questionnaires were positive about the school's work. The few written comments were mostly giving praise, such as: 'I have been very happy with their progress'; 'Very happy with all aspects of the school'; 'This is a happy and welcoming school'; 'I have nothing but respect and praise for all the staff at Padiham primary'.

Individual parents and carers raised issues about:

- the information they received about their child
- the organisation and confidentiality of parent/teacher consultations;
- the composition of mixed-age classes.

Inspectors raised these issues with management and sought evidence about them.

Overall, procedures and practices were found to be adequate and fair.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Padiham Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 36 completed questionnaires by the end of the on-site inspection. In total, there are 260 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	67	12	33	0	0	0	0
The school keeps my child safe	26	72	10	28	0	0	0	0
The school informs me about my child's progress	22	61	14	39	0	0	0	0
My child is making enough progress at this school	24	67	11	31	1	3	0	0
The teaching is good at this school	23	64	12	33	1	3	0	0
The school helps me to support my child's learning	21	58	13	36	2	6	0	0
The school helps my child to have a healthy lifestyle	23	64	13	36	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	18	50	15	42	1	3	1	3
The school meets my child's particular needs	24	67	11	31	1	3	0	0
The school deals effectively with unacceptable behaviour	19	53	15	42	0	0	0	0
The school takes account of my suggestions and concerns	15	42	19	53	1	3	0	0
The school is led and managed effectively	22	61	12	33	0	0	0	0
Overall, I am happy with my child's experience at this school	26	72	9	25	1	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



16 July 2010

Dear Pupils

Inspection of Padiham Primary School, Burnley, BB12 8SJ

On behalf of the inspection team, can I tell you how much we enjoyed our time in your school. We all felt that your courtesy, politeness and helpfulness showed how proud you are of your school. We judged your school to be giving you a satisfactory education and listed below are some of the important things we found.

We particularly liked:

- the way that many of you are learning more and making better progress, particularly in the Reception class
- the good and improved work being done in the Early Years Foundation Stage and ICT
- your good moral and social development that leads to strong relationships, good behaviour and the fact that you feel safe
- your good knowledge and understanding of what it takes to be healthy
- the way that you take your jobs in school seriously and help each other
- the fact that staff know you and your families well, help you when needed and ensure you are well cared for.

To improve the school, staff will help you to learn more in English and mathematics. Teachers will also make sure that the work they give you always makes you think and work hard and that their marking always tells you how to improve your work. They will also provide you with more opportunities to use and develop your reading, writing and number skills in other subjects. We are sure that you will want to help in this by continuing to do your best and follow the advice and guidance you are given. Finally, staff and governors will be even more careful in the way they check and decide how well the school is doing.

Best wishes and good luck in the future.

Yours sincerely

John Heap

Lead inspector

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