

Staining Church of England Voluntary Controlled Primary School

Inspection report

Unique Reference Number	119375
Local Authority	Lancashire
Inspection number	339423
Inspection dates	29–30 March 2010
Reporting inspector	Melvyn Hemmings

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	232
Appropriate authority	The governing body
Chair	Mrs Kelly Guy
Headteacher	Miss Ann Griffiths
Date of previous school inspection	22 March 2007
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Introduction

This inspection was carried out by three additional inspectors. They visited 23 lessons or parts of lessons. Inspectors observed eight teachers and held discussions with governors, staff, parents and groups of pupils. They observed the school's work, and looked at school policies, records of meetings, assessment information and curriculum planning. In addition, 63 parent and carer questionnaires were received and analysed.

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

- the impact of action taken over the last year to raise standards in writing
- whether teachers set work that better meets the abilities of different groups of pupils than at the last inspection
- how effectively the modified role of teaching assistants supports pupils' learning
- the accuracy of the recently modified procedures for assessing children's attainment in the Early Years Foundation Stage.

Information about the school

This average sized school has gained a number of awards, including Healthy School status and the Activemark Award. The number of pupils known to be eligible for free school meals is below average. The percentage of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is below average. Most pupils are of a White British heritage.

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

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

The determined leadership of the headteacher has been the driving force behind the good improvement made since the last inspection. Standards have risen and the quality of teaching and learning and rigour of leadership and management are better. All those involved in the school share the headteacher's clear vision for school improvement and a strong team ethos is evident. Self-evaluation is accurate and enables leaders to have a clear understanding of the school's strengths and what needs improving. For example, leaders rightly acknowledge that better guidance could be given to parents and carers to help them support their children's learning. Target-setting is realistic and challenging, being based on good quality data. Consequently, leaders have been successful in making and sustaining improvements and the capacity for further improvement is good.

Children make a good start in the Early Years Foundation Stage and achieve well. Pupils maintain good progress throughout the school and, by the end of Year 6, attain above average standards in English, mathematics and science. This represents good achievement from their skill levels on entering school, which are generally as expected for their age. The strategies introduced to improve pupils' writing, including staff training and clearer focused guided reading and writing sessions, have proved successful. As a result, pupils write accurately in a range of styles, using correct vocabulary, punctuation and spelling. Leaders are not complacent and are eager to build upon pupils' good achievement. They are committed to making learning more personalised by refining teachers' skills in identifying the specific next steps needed to further individual pupil development. Improvements to the outdoor area for children in the Early Years Foundation Stage have made it a more stimulating place in which to learn. Nonetheless, its use does not fully support their development across all areas of learning.

Consistently good teaching and learning are key factors behind pupils' good progress. Improved planning, since the last inspection, means teachers set work that matches the needs of pupils of different ability in their classes. Pupils behave well and enjoy coming to school, as is shown by their above average attendance. Their positive attitudes to learning contribute well to the progress they make. The curriculum is planned well to build systematically on pupils' skills. A wide range of enrichment activities, including well-attended extra-curricular clubs, add further interest and variety to pupils' learning. The care of pupils is at the heart of the school's work and this is much appreciated by parents.

What does the school need to do to improve further?

- Build on pupils' good achievement by refining teachers' skills in identifying the

specific next steps needed to further pupils' learning.

- Strengthen links with parents and carers by providing them with specific ideas on how to support their children's learning.
- Develop the use of the outdoor area for children in the Early Years Foundation Stage to better support their learning.

Outcomes for individuals and groups of pupils

2

Pupils show interest and enjoyment in their work and are keen to learn. They tackle activities with enthusiasm and concentrate for lengthy periods. They particularly enjoy working collaboratively to investigate and solve problems practically. This was evident in a science lesson for pupils in Year 6 when they were exploring how to make series and parallel electrical circuits to make a board game. Pupils have good reading skills and enjoy books. They write confidently using a variety of styles, including poetry, instructional and narrative writing, to support their work in other subjects. They are adept at using their mathematical calculation skills to solve real-life number problems. Pupils have a good understanding of key scientific ideas and use information and communication technology competently. There is no significant difference between the achievements of different groups. Pupils with special educational needs and/or disabilities make similar progress to other pupils because of the well-targeted extra support they receive. Pupils currently in Year 6 are on target to attain above average standards, which have been maintained in the national tests over the last three years. Pupils are polite, considerate and appreciate the ideas and views of others. They enjoy taking on responsibilities, such as being a member of the school council or a Blue Buddy. They carry out their responsibilities diligently and, in so doing, contribute well to the life of the school. Pupils have a well developed awareness of the traditions and beliefs of other cultures, which is enhanced by links with a school in rural South Africa. Pupils are adopting healthy lifestyles and talk enthusiastically about the need for a balanced diet and to take regular exercise. They have a good understanding of what might be an unsafe situation and say they feel safe and secure in school. Pupils are well prepared for the next stage of education and their future lives.

These are the grades for pupils' outcomes

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

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

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
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	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers plan their lessons carefully to build on previous work. This enables pupils to use what they already know and understand to support their current learning. Good classroom management means pupils are fully engaged in their work and little time is lost. Teachers use marking and discussion well to show pupils how they might improve their work. Pupils are fully involved in assessing how well they are doing and in deciding for themselves what they need to do next to develop their learning further. The role of teaching assistants has been modified so that they carry out specific tasks during lessons. This means they provide effectively targeted support for all pupils, in particular those with special educational needs and/or disabilities. To improve teaching, leaders are rightly looking at developing teachers' skills in identifying the next small steps needed to further increase pupils' learning.

Recent changes to the curriculum means there are closer links between subjects and a greater emphasis on developing pupils' skills through practical activity. This has led to greater motivation among pupils, especially boys. The curriculum is enhanced by themed weeks, such as French Week, in which pupils from different age groups have the opportunity to work together. This makes a positive contribution to their personal and social development. Pupils' skills are extended further by having the opportunity to visit places of educational interest and to work with visitors, such as professional sports coaches. The school's commitment to providing a variety of good quality sporting experiences is reflected in it gaining the Activemark.

The school provides a safe and welcoming learning environment. Staff know the steps to take if they have any concerns about the well-being of a pupil. Well-targeted support for

potentially vulnerable pupils plays an important role in supporting their learning and development. Transition arrangements are smooth throughout the school and onto secondary school, and contribute well to pupils' development. Established links with outside agencies, including the educational psychologist, ensure extra support for individual pupils is readily available, if required.

These are the grades for the quality of provision

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

How effective are leadership and management?

Senior leaders establish ambition and drive improvement well by focusing the school on priorities. They motivate staff by communicating high expectations about securing improvement. The governing body is supportive of the school and fully involved in evaluating its performance and influencing its development. All safeguarding requirements are met and arrangements are regularly reviewed. Rigorous child protection procedures and risk assessments are in place. The school promotes equal opportunity and tackles discrimination well. It has pertinent information about different groups of pupils and regularly checks their performance and their contribution to school life. Leaders seek out and take account of the views of parents and carers about important issues and provide them with adequate information about the progress their children make. There are some general strategies to help parents and carers support their child's learning but these are not specific enough to have a significant impact on pupils' learning. Leaders promote community cohesion well in school and this leads to it being a harmonious community. There is good engagement with a range of community groups beyond the school and its immediate community.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2

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

The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children make good progress and achieve well from their skill levels on entry, which are broadly as expected. Adults have a good understanding of the needs of children of this age and work well as a team to ensure they are met. They provide activities that are interesting and practical and often based on children's own experiences. As a result, children are interested and engaged in all that they do. There is a good balance between activities directed by adults and those chosen by children. This contributes positively to their development as independent learners. Children play happily together, willingly sharing resources and also taking turns fairly. This was evident in their role play of the story of Goldilocks and the Three Bears. An interesting range of enrichment activities enhances the curriculum, such as walks around the village and a visit to the zoo in Fleetwood. The children are cared for well and support for those with special educational needs and/or disabilities is good. Effective leaders have improved the way that assessments are made of how children are doing. These are now an integral part of the school day and provide an accurate record of children's progress and achievement. Activities provided in the outdoor area do not always link sufficiently to learning that has taken place indoors and do not fully support development across all areas of learning. Parents and carers say that staff are approachable and keep them informed of their children's progress.

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 very large majority of parents and carers who responded to inspection questionnaires were positive about the school's work and the efforts of all staff. Two comments were typical of many, 'the school is always very supportive and a warm and

friendly place to leave your children,' and, 'I feel I can come into school and speak to teachers, staff and the head with ease. All comments are taken on board and dealt with. My child could not be happier.' A very small minority did not agree that the school deals effectively with unacceptable behaviour. There was no such behaviour during the inspection and pupils say it is dealt with promptly if it occurs. A few indicated that the school did not take account of their suggestions and concerns. Inspection evidence does not support this view. A few did not agree that the school kept them informed of their children's progress or helped them to support their learning. Inspectors judge that the school keeps parents and carers sufficiently informed of their children's progress but could do more to help them to support learning.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Staining Church of England Voluntary Controlled 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 63 completed questionnaires by the end of the on-site inspection. In total, there are 232 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	43	68	19	30	1	2	0	0
The school keeps my child safe	38	60	22	35	2	3	0	0
The school informs me about my child's progress	25	40	28	44	8	13	1	2
My child is making enough progress at this school	32	51	25	40	5	8	1	2
The teaching is good at this school	33	52	27	43	1	2	1	2
The school helps me to support my child's learning	23	37	32	51	6	10	1	2
The school helps my child to have a healthy lifestyle	28	44	32	51	3	5	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)	24	38	27	43	0	0	1	2
The school meets my child's particular needs	28	44	33	52	1	2	1	2
The school deals effectively with unacceptable behaviour	16	25	35	56	11	17	1	2
The school takes account of my suggestions and concerns	22	35	30	48	9	14	0	0
The school is led and managed effectively	28	44	32	51	3	5	0	0
Overall, I am happy with my child's experience at this school	34	54	28	44	1	2	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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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.



31 March 2010

Dear Pupils

Inspection of Staining Church of England Voluntary Controlled Primary School,
Blackpool, FY3 0BW

Thank you for the very friendly welcome you gave us when we visited your school. We enjoyed meeting you and seeing the many interesting things you do.

What I found out about your school:

- it helps you to make good progress and achieve well
- adults look after you well and make sure you are safe
- many of you take part in the wide range of extra-curricular activities
- you work well together, such as in practical investigations in science
- in your questionnaires, you say you learn a lot at school and adults explain how you could improve your work
- the headteacher, staff and governors are working hard to help you do even better.

What I have asked your school to do now:

- build on your good achievement so you can do even better
- give parents and carers more guidance on how to support your learning when you are away from school
- make better use of the outdoor area for children in the Reception classes to support their learning.

All of you are a credit to your school and can help it improve further by continuing to try your best in your activities.

Yours sincerely

Melvyn Hemmings

Lead inspector

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