

Adlington St Paul's Church of England Primary School

Inspection report

Unique Reference Number	119460
Local Authority	Lancashire
Inspection number	339446
Inspection dates	18–19 November 2009
Reporting inspector	Jennifer Platt

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	174
Appropriate authority	The governing body
Chair	Rev David Morgan
Headteacher	Mrs Marilyn Robertson
Date of previous school inspection	1 May 2007
School address	Railway Road Adlington Chorley PR6 9QZ
Telephone number	01257 480276
Fax number	01257 474849
Email address	head@adlingtonstpauls.lancs.sch.uk

Age group	4–11
Inspection dates	18–19 November 2009
Inspection number	339446

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2009

Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 13 lessons, and held meetings with governors, staff, groups of pupils and representatives of the local authority. They observed the school's work, and looked at teachers' planning, documentation for safeguarding pupils, the school's assessment records and test results, plans for future development and a range of policies. In addition, inspectors analysed 42 questionnaires returned by parents and carers, 18 from school staff and 97 from pupils.

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

- current progress and attainment in Key Stage 1, especially for the more able pupils
- safeguarding procedures
- the quality of teaching and the use of assessment when planning lessons
- the involvement of staff and governors in the self-evaluation process.

Information about the school

This is an average-sized school which has the infant and junior schools in different buildings. It shares the site with the local church, vicarage, a privately run nursery and a home for the elderly. Future plans involve moving the school to one site. A well below average proportion of pupils is eligible for free school meals and very few are from minority ethnic groups. The proportion of pupils with special educational needs and/or disabilities is below average. There is Early Years Foundation Stage provision in one Reception class. The Nursery was not part of this inspection and has been inspected separately. The school holds several awards including National Healthy Schools Award, Activemark and the Eco-Schools Green Award. There have been several staffing changes since the last inspection and the school currently has two temporary teachers.

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?

2

The school's capacity for sustained improvement

2

Main findings

This school offers a caring atmosphere that enables pupils to make good progress. Pupils welcome visitors to their school and are proud of their many achievements. The green Eco-Schools flag is proudly flown, showing the pupils' commitment to the local and wider community. They enjoy school and attendance is above average.

In this effective school pupils achieve well. Progress is best in Key Stage 2 where teaching has been more stable and lessons are challenging. The unvalidated results of national tests in 2009 were impressive, reflecting above average standards. In the Early Years Foundation Stage and Key Stage 1, attainment is satisfactory but not as high; this is linked to some changes in staff which disturbed the continuity of pupils' learning. Some of the teaching seen during the inspection did not sufficiently extend pupils' skills, especially in writing. The majority of teaching is effective with many strengths, including the use of a variety of approaches to sustain pupils' interest. More rigorous assessment procedures have recently been implemented but these are not yet fully established across the school. This has led to some lack of challenge in lessons and in Key Stage 1 some underachievement which was not identified soon enough.

The balanced curriculum is enriched well by visits and visitors. Information and communication technology is used well in other subjects but as yet these subjects are not closely linked to make learning more imaginative and purposeful. Personal, social and emotional development is developed well in the curriculum and this leads to good behaviour and the establishment of some firm friendships. Pupils say they feel safe and know that staff are readily available if needed.

Leadership has been strengthened this term by two new appointments, including that of the deputy headteacher. The team already works together well and has an accurate view of the strengths of the school and future priorities. This reflects an improvement on the school's earlier self-evaluation which erred too much on the side of caution. A contributory factor to this modesty was insufficient collaboration with staff and governors at the early decision-making stage. Nevertheless, future plans are clear, showing a strong commitment to further raising standards, especially in writing. This ensures good capacity to sustain improvement. The school is vigilant in its safeguarding. Pupils are safe in school and staff monitor closely movement between schools.

What does the school need to do to improve further?

- Accelerate progress and raise attainment, especially in the Early Years Foundation Stage and for the more able pupils, in writing at Key Stage 1 by:

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

- increasing the proportion of good or better lessons, ensuring that all are sufficiently challenging
 - linking subjects together more so that learning is more purposeful and there are more opportunities to improve writing across the curriculum
 - embedding the use of the new assessment procedures to identify underachievement promptly and offer support where it is most needed.
- Further improve the accuracy of the school's self-evaluation by involving governors and staff more at the early decision-making stage.

Outcomes for individuals and groups of pupils**2**

Pupils want to do well and work hard. They especially enjoy practical activities in science and mathematics and enjoy finding out things for themselves. Discussion is a feature of many lessons and pupils are skilled at sharing their ideas. As teaching has become more settled progress is improving as pupils benefit from stability with staff being better informed of their individual needs.

From an average starting point pupils make good progress and reach above average standards by the end of Year 6. The results of national tests in mathematics show pupils' skills in handling number and problem solving have been significantly above average over the last five years. Standards are broadly average at the end of Year 2 and although progress in Key Stage 1 is satisfactory overall, it is not always fast enough, especially in relation to the writing of more able pupils. With the stronger teaching seen, especially in Year 2, progress is accelerating. Pupils with special educational needs and/or disabilities make good progress because nearly every class has additional staff so that pupils receive good support in small groups.

Although a few parents and carers, and pupils expressed concern about behaviour and bullying, only good behaviour was seen during the inspection and pupils who talked to inspectors knew how to get help when needed. In one lesson young pupils were talking about how they would feel if they had been unkind. They clearly understood how their actions could hurt others as one pupil said he wanted 'to shake hands and be friends'. Pupils enjoy keeping fit, especially when they walk to school on Wednesdays and eat healthily. The large display of photographs of Year 6 pupils with the title 'This is Year 6, we are here to help you' reflects the pupils' willingness to carry out duties and help both in school and the local community. Pupils' courtesy, knowledge of other cultures and their thoughtful reflection during the daily act of worship shows their good spiritual, moral, social and cultural development. Pupils are well prepared for the future because they develop good basic skills, work well individually and with others and, above all, show a desire to improve.

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

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

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?

Pupils enjoy lessons and gain confidence in their ability to learn because, as they say, 'Teachers explain things and are kind and understanding.' Pupils' confidence in their teachers is evident in the good relationships seen in lessons. As a result, lessons are orderly and productive. Classrooms are attractive with a good balance of displays between pupils' work and those displaying prompts to support learning. Staff have good subject knowledge and use this well to ask probing questions, especially in science. In Key Stage 2, the lessons seen were often conducted at a brisk pace and, especially in Year 6, expectations are high. High standards are set with an unwillingness to accept anything but the best and progress accelerates in this class. This high quality of teaching is not seen in all classes. All teachers plan tasks for the different ability in their classes but these do not always match pupils' ability nor are they closely linked to what pupils are learning in the lesson and this slows the pace of learning.

The curriculum includes all of the required subjects and in Key Stage 2 pupils learn a modern foreign language. Literacy and numeracy follow national guidelines and the teaching of phonics is having a positive impact on standards in Key Stage 1. The school identifies pupils who have special talents in subjects such as music and art. Those with musical talents are currently involved with other schools in preparing for a joint performance. Plans for capitalising other talents are in the pipeline.

Staff are very caring on a day-to-day basis and establish a secure learning environment. Additional advice is sought when needed and this is especially helpful for pupils experiencing emotional or academic difficulties.

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

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	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher has worked hard to consolidate leadership with the appointment of new staff. Although relatively new, much has been achieved, especially through the new assessment procedures. This has paid off handsomely with a more informed picture of overall progress from entry to leaving school. The team has quickly gelled as a group with a desire to drive standards up in Key Stage 1 to complement those high standards sustained in Key Stage 2 since the last inspection.

Effective steps are taken to ensure that the school is as safe as possible. Staff are checked to ensure their suitability to work with children and all staff receive child protection training. The school's policies and procedures for ensuring equality of opportunity are satisfactory. All pupils are fully included in school life and the school is working to ensure that pupils of all abilities make better progress in Key Stage 1.

The school endeavours to involve parents and carers in supporting their children but a few parents and carers would appreciate yet more involvement. Staff are available at the start of school and parents and carers are encouraged to raise any concerns. Regular newsletters go out but a few parents and carers would like to be more informed about decisions made by the school, such as the reason for changing the supplier for school uniforms and the protocols to keep their children safe.

Governors are supportive of the school and the chair of governors is a regular visitor to the school. Governors understand the strengths of the school but are not as challenging as they might be or involved enough in the school's self-evaluation. The school has a clear policy showing how it promotes community cohesion. Effective practice is seen at local, national and global levels leading to a friendly school aware of its role in society.

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	3
The effectiveness of the school's engagement with parents and carers	3

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	
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	3
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 enter Reception with development that is typical for their age. They make satisfactory progress and achieve average standards by the time they enter Year 1. Good progress is made in learning their letters and sounds because this is taught on a regular basis. The children enjoy investigating and are imaginative. During the inspection they produced good models of rockets made from a variety of resources. Staff plan a careful balance between free choice and activities led by an adult. Occasionally, the purpose of some activities is unclear and this makes it difficult for staff to intervene and extend learning. The outdoor space is small but regularly used to extend learning, for example with children splashing in the puddles on a very wet day. Leadership is very new and new assessment and adjustments to the provision are not yet showing an impact on children's progress.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The response to the inspection questionnaire was small and although mostly positive it did identify some concerns that were considered as part of the inspection. A few parents and carers would welcome closer communication that allows them to offer suggestions and provides more information especially about changes in school and how they could help their children. Inspectors found approachable staff available every day and there are three formal meetings every year. The school is looking at ways to extend links, especially through sharing information about major changes. Concerns about safeguarding were reviewed in great detail by inspectors who judged that procedures

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

are satisfactory. Although a few parents and carers were concerned about behaviour, staff manage this well during lessons and pupils did not identify any problems. The vast majority of parents and carers stated that their children enjoy school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Adlington St Paul's Church of England 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 42 completed questionnaires by the end of the on-site inspection. In total, there are 174 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	57	13	31	3	7	2	5
The school keeps my child safe	21	50	16	38	2	5	2	5
The school informs me about my child's progress	14	33	20	48	6	14	0	0
My child is making enough progress at this school	16	38	22	52	2	5	1	2
The teaching is good at this school	14	33	23	55	4	10	0	0
The school helps me to support my child's learning	17	40	19	45	5	12	1	2
The school helps my child to have a healthy lifestyle	21	50	16	38	1	2	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)	14	33	16	38	5	12	0	0
The school meets my child's particular needs	15	36	22	52	3	7	0	0
The school deals effectively with unacceptable behaviour	14	33	14	33	6	14	4	10
The school takes account of my suggestions and concerns	12	29	17	40	5	12	4	10
The school is led and managed effectively	15	36	18	43	4	10	5	12
Overall, I am happy with my child's experience at this school	16	38	18	43	5	12	2	5

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.



20 November 2009

Dear Pupils

Inspection of Adlington St Paul's Church of England Primary School, Chorley, PR6 9QZ

Thank you very much for the warm welcome you gave the inspectors on the very wet days when we visited your school. Your friendly greetings and willingness to help cheered us on those bleak days. We enjoyed our visit and were impressed with many aspects of your daily life. You contribute to making your school a good place to learn by your good behaviour, attendance and your eagerness to learn. I shall remember your Eco-Schools flag flying proudly in the wind and how you are determined to do your bit to preserve the environment. It was good to see how well you listen to your teachers and follow instructions, especially as you move between buildings at lunchtimes. It is important to ensure that you keep safe and I was pleased that you told us that you find school a safe place to be and have many friends. Teachers ensure that lessons are interesting and you make good progress. Well done!

To improve your school I have asked your headteacher and governors to:

- help more of you make good progress, especially in the Reception class and Years 1 and 2 and in writing, by checking that all of your work is set at the right level and if assessments show that any of you start to struggle, by making sure that help is provided quickly
- link subjects together so that learning is even more exciting and you have more opportunities to write in other subjects as well as English
- check that all of the people involved in leading your school share in making important decisions.

I am sure you will help by continuing to behave well and by supporting each other and your teachers. I wish you every happiness for Christmas and the future.

Yours sincerely

Mrs Jennifer Platt

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.