

# Medlar-With-Wesham Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	119553
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	339467
<b>Inspection dates</b>	8–9 February 2010
<b>Reporting inspector</b>	Colin Smith

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	185
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Marjorie Towers
<b>Headteacher</b>	Mrs Kathryn Pym
<b>Date of previous school inspection</b>	8 September 2006
<b>School address</b>	Garstang Road North Wesham Preston PR4 3DE
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited ten lessons, spent 70% of the time looking at learning involving six teachers and a higher-level teaching assistant, and held meetings with governors, staff, groups of pupils, and parents and carers. They observed the school's work, and looked at pupils' books, school assessments, planning and policies and examined 36 questionnaires from parents and carers and also pupils' questionnaires.

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

- attainment and achievement, particularly in writing across the school
- teachers' use of assessment information in providing challenging and well- matched activities for all pupils
- the effectiveness of the school's monitoring and evaluation systems in identifying and remedying areas for improvement.

## Information about the school

The school is slightly smaller than average in size. The proportions of pupils eligible for free school meals and with special educational needs and/or disabilities are below average, although the school serves a typically mixed community. The very large majority of pupils are of White British heritage. A small but increasing number of children from Latvian families are joining the school, many of whom are at an early stage of learning English as an additional language. Early Years Foundation Stage provision is made for children in one Reception class. The school is undergoing staff changes. The headteacher was appointed in September 2007 and an acting deputy headteacher is covering for staff absence. The school has gained the Healthy Schools, Activemark and ECO Awards, the ICT Becta Mark, Investors in People, the Lancashire Learning Excellence Award, the Church School Distinctiveness Award and Financial Management Standards in School accreditation. The school provides childcare for 12 pupils aged six to 11 in the after-school club, which was evaluated as part of this inspection.

**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

The school provides a satisfactory standard of education and is improving at a good rate because of determined and sensitive leadership on the part of the headteacher. Pupils' safety and welfare are paramount. The procedures for safeguarding pupils are outstanding and care, guidance and support are good. Consequently, pupils are happy and secure, behaviour is good and their enjoyment of school is reflected in pupils' excellent attendance. Pupils' awareness of safe and healthy lifestyles, their contribution to the community and their spiritual, moral and social development are all good. Parents and carers are appreciative of what the school provides and comments such as, 'Children are safe and happy in school,' typify the views of most parents and carers.

Children enter the school with a level of skills that is typical for their age. They make satisfactory progress, overall, and reach average standards in English, mathematics and science by the end of Year 6. Pupils' current work and assessment records indicate that progress is improving, particularly in writing, which has been a weak area in the past. Although pupils develop secure reading, writing and calculation skills, they do not have enough opportunities and are not taught sufficiently how to investigate and solve problems systematically, which is holding back progress in mathematics and science. Pupils with special educational needs and/or disabilities and pupils who speak English as an additional language make good progress towards their targets because of the effective support provided.

Teaching is satisfactory and improving, particularly in Key Stage 1 and Year 6. Some aspects of teaching are good in all lessons but there are inconsistencies in marking pupils' work and providing sufficiently challenging activities for the more-able pupils. The curriculum is satisfactory and includes a good range of enrichment activities.

The key areas of leadership and management are satisfactory. Although the headteacher and some other leaders are driving the school forward, some subjects do not have dynamic leadership and not all leaders are sufficiently involved in monitoring and evaluating teaching and achievement to ensure that improvements are taking place. The school's self-evaluation is accurate and realistic. Since the previous inspection, positive developments have taken place in English and information and communication technology (ICT), illustrating the school's satisfactory capacity for improvement.

## What does the school need to do to improve further?

- Improve teaching and learning by:
  - providing sufficiently challenging activities that are well matched to

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- pupils' different learning needs in all lessons, especially for the more able
  - ensuring that pointers for improvement are provided consistently when pupils' work is marked.
- Raise achievement in mathematics and science by:
  - increasing curriculum opportunities for pupils to investigate and solve problems
  - teaching pupils how to investigate and solve problems systematically.
- Improve leadership and management by:
  - equipping leaders to improve provision and outcomes in their subjects
  - involving subject leaders in monitoring and evaluating the work of the school to place them in a strong position to drive improvement.
- 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**

Learning in lessons is never less than satisfactory and is sometimes good. Pupils are usually attentive and interested and are given sufficient time to practise and improve their literacy and numeracy skills, although their investigation and problem-solving skills develop less securely. Pupils' confidence in writing is surging. They are becoming more fluent, accurate and imaginative writers because of improvements in the teaching of English. Pupils have many, enjoyable and purposeful experiences using computers, which is why their ICT skills are advanced for their age. Pupils learn best and show most enthusiasm when actively involved in their learning, for example through drama in Year 1 and working in pairs to analyse and rewrite Shakespearean poetry in Year 6. Pupils in Years 1 and 2 make good progress, overall, which is why standards in Key Stage 1 have risen to above average levels. Progress through Key Stage 2 is satisfactory, though not consistent. Boys and girls make broadly similar progress. Pupils who require learning and/or language support learn successfully in groups.

Good behaviour makes a positive contribution to pupils' learning. Increasing opportunities for them to express their views and make decisions, for example as school councillors and play leaders, enable them to make a good contribution to the community, such as raising funds for Haiti. Pupils develop trusting relationships with adults, feel safe in school and disapprove of bullying and racism. Pupils know what it means to keep healthy and are well aware of the dangers of smoking, drugs and alcohol. Attendance is significantly higher than the national average and punctuality is good. Pupils' good work habits and secure literacy and numeracy skills are helping to secure their future economic well-being. The school's Christian values are reflected in pupils' good spiritual, moral and social development. Their awareness of cultural diversity is satisfactory, but more limited.

*These are the grades for pupils' outcomes*

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

### How effective is the provision?

Pupils are usually well managed and work with good concentration. The purpose of the lesson is made clear so they know what they are expected to learn. Teaching assistants and visiting bilingual teachers provide good support, which helps pupils at an early stage of learning English and those with special educational needs and/or disabilities to reach their targets. The brisk pace in most lessons keeps pupils engaged and interested. Teachers explain new ideas clearly, often using interactive whiteboards to help pupils to understand complex ideas, such as angular measure in Year 5 and rhyming poetry in Year 1. The systems for assessing pupils' learning have improved since the previous inspection by providing individual targets to help pupils to reach the next level and measuring their progress. However, there are still inconsistencies in teaching. The marking of pupils' work does not always give pointers for improvement and the activities provided do not always extend the learning of the more-able pupils sufficiently.

The school is beginning to develop a more creative curriculum by combining different subjects and identifying key learning skills. This has only partially been achieved because of insufficient opportunities for pupils to investigate and solve problems. The curriculum has strengths, for example the good range of additional activities, such as school visits and after-school clubs, which nurture pupils' interests and talents. An effective programme of personal, social and health education underpins pupils' good understanding of safe and healthy lifestyles. The curriculum is sensitively adapted to

<sup>1</sup> 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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meet the needs of pupils with special educational needs and/or disabilities and those who speak English as an additional language. The school is rightly turning its attention to the needs of able and gifted pupils.

Pastoral care is good because of the harmonious relationships between staff and pupils and the effective support provided by the learning mentor. The needs of vulnerable pupils are particularly well understood and the school has developed productive relationships with parents and carers and outside agencies to ensure that barriers to learning are eased. Good induction helps children to settle into school happily, move smoothly from class to class and make a successful transfer to secondary school. The after-school club provides a good level of childcare and satisfactory opportunities for pupils to learn through structured play or complete their homework.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

The headteacher has relentlessly pursued a rigorous programme of improvement, carrying much of the responsibility for checking lessons and pupils' work, and analysing assessments personally. There are still inconsistencies in teaching, learning and achievement, which is partly why the school's challenging targets are not always met. However, pupils' progress is carefully tracked and intervention programmes are established to ensure that pupils make better academic progress. These are already reflected in some year groups though not yet in the standards reached by the end of Year 6. This is why the headteacher has correctly judged leadership and management to be satisfactory. Other leaders are emerging, for example, in the Early Years Foundation Stage and in English, where improvements are evident. ICT benefits from uniquely effective leadership, which has resulted in high standards. However, such dynamic leadership is not evident in all subjects. Governors provide good support in holding the school to account. They offer their skills generously to make improvements, for example in health and safety, a factor in the school's outstanding safeguarding procedures.

The school's good partnership with parents and carers is visible in the better flow of information and greater involvement of parents and carers, for example through the parent forum. Good partnerships with outside agencies, such as local authority consultants and welfare services, add value to pupils' learning and enhance their well-being. The school promotes equality, challenges stereotyping and works hard to prevent discrimination. Gaps in performance, for example between boys and girls in

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mathematics, are being tackled, though it is too early to evaluate the impact of actions taken. The school actively promotes community cohesion through links with schools where pupils' ethnic backgrounds are very different, and overseas through Internet video conferencing. Although these are valuable contacts, the school has not yet fully evaluated the impact of its community cohesion policy. The school suffers from very limited interior and exterior space but uses resources efficiently to provide satisfactory value for money.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Young children's welfare is strongly promoted. Good links with parents and carers help children to settle quickly. Routines are quickly established, behaviour is good and children soon become independent learners. Children enter Reception with levels of knowledge and skills that are broadly typical for their age. Progress has been satisfactory over recent years and attainment average in most areas of learning by the end of the Reception Year, apart from writing, which is below average, and knowledge and understanding of the world, which is above average. Provision, including teaching, is satisfactory and improving markedly. The new staff team has improved the use of interior space by planning activity areas designed to encourage children to explore and learn for themselves, for example through construction play. Children have free access to outdoor learning but in a very small space with limited facilities, although the playground space is also used. However, when children are learning outdoors adults do not always intervene promptly to extend their learning further. The quality of leadership and management of the Early Years Foundation Stage is satisfactory. Improvements



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have been made in assessment, for example in using the information from observations to plan the next learning steps. Parents and carers, and the childcare leader contribute to these assessments using notebooks which provide information for children's learning journey folders. There is good teaching of early reading skills, though number activities are not always sufficiently challenging. In response to children's weaknesses in writing, a writing area has been established and every opportunity is taken to encourage children to make marks and write their names.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
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**

Although only a minority of parents and carers returned questionnaires, their views about the school are very positive. Further discussions were held with a group of parents and carers to consider their views in more detail. Of those who returned the questionnaires, the very large majority are happy with all aspects of the work of the school, including teaching, leadership and management and their children's progress. Parents and carers value the way the school keeps children safe, encourages them to have a healthy lifestyle and prepares them for the future. Although inspectors judge leadership, teaching and pupils' achievement satisfactory, compelling evidence from the inspection indicates that all of these areas are undergoing significant improvement. Inspectors therefore endorse parents' and carers' positive views. A few parents and carers expressed concern regarding behaviour management, largely because the school has introduced a 'red card' system. However, this strategy resulted from discussions with parents and carers in a specially convened forum, which is now a common feature of shared decision making. Although most parents and carers are very satisfied with their children's experience in school, many express frustration at the limited space, indoors and outside.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Medlar-with-Wesham 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 36 completed questionnaires by the end of the on-site inspection. In total, there are 185 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	20	56	15	42	0	0	0	0
The school keeps my child safe	21	58	12	33	3	8	0	0
The school informs me about my child's progress	15	42	17	47	3	8	0	0
My child is making enough progress at this school	17	47	16	44	1	3	0	0
The teaching is good at this school	17	47	16	44	2	6	0	0
The school helps me to support my child's learning	14	39	17	47	4	11	0	0
The school helps my child to have a healthy lifestyle	15	42	18	50	2	6	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	39	15	42	5	14	0	0
The school meets my child's particular needs	17	47	15	42	2	6	0	0
The school deals effectively with unacceptable behaviour	16	44	12	33	4	11	2	6
The school takes account of my suggestions and concerns	14	39	17	47	2	6	2	6
The school is led and managed effectively	17	47	15	42	2	6	1	3
Overall, I am happy with my child's experience at this school	17	47	14	39	1	3	1	3

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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



10 February 2010

Dear Pupils

Inspection of Medlar-with-Wesham Church of England Primary School, Preston, PR4 3DE

My colleagues and I enjoyed our visit to your school. Thank you for making us welcome. I would like to share the inspection findings with you.

Your school is satisfactory and many improvements are taking place. Standards in English, mathematics and science are average and most of you are making at least satisfactory progress. Your writing skills are improving rapidly and many of you have good skills in ICT. Your progress in mathematics and science is satisfactory. You gain the necessary knowledge and skills but do not have enough opportunities to investigate and solve problems. Teaching is satisfactory and good in some lessons. Teachers explain what you are expected to learn and set targets to help you to improve. They are trying to provide different levels of work to match your learning needs, but some of the activities are still not challenging enough for some of you. The curriculum is satisfactory and you have good opportunities to join clubs, which you find enjoyable. Teachers and assistants look after you well. Those of you who need extra help with learning or speaking English are well supported. Your behaviour is usually good and most of you have a good understanding of how to stay safe and keep healthy.

Your headteacher is working very hard to make your school better by checking what happens in lessons, the work in your books and the assessments made of your progress. All of this information is being used to improve teaching and provide many more opportunities for learning. To help your school to improve further, I have asked your headteacher and staff to:

- provide challenging tasks in every lesson and pointers for improvement in your books
- make sure that you have more opportunities to investigate and solve problems in mathematics and science.
- train all teachers to be good leaders to help raise standards in all subjects.

Yours sincerely

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