

Hesketh-With-Becconsall All Saints CofE School

Inspection report

Unique Reference Number	119566
Local Authority	Lancashire
Inspection number	339472
Inspection dates	13–14 July 2010
Reporting inspector	Julie Price Grimshaw

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	176
Appropriate authority	The governing body
Chair	Mr Gerallt Evans-Hughes
Headteacher	Mr Lawrence Smye-Rumsby
Date of previous school inspection	12 September 2006
School address	Shore Road Hesketh Bank Preston PR4 6RD
Telephone number	01772 812630
Fax number	01772 814721
Email address	head@hesketh-with-becconsall.lancs.sch.uk

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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

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Introduction

This inspection was carried out by three additional inspectors. They observed eight lessons taught by eight teachers and held meetings with parents and carers, governors, staff and groups of pupils. Inspectors observed the school's work and looked at improvement planning, policy documents, published national assessment data, the school's own data and pupils' work. Inspectors also analysed 45 questionnaires from parents and carers as well as the views of a sample of pupils and staff.

- trends in pupils' attainment and progress, particularly in mathematics and writing, since the previous inspection
- the extent to which the school promotes pupils' awareness of faiths and cultures other than their own
- the effectiveness of the school's work in driving improvements in the quality of teaching.

Information about the school

This is a smaller than average school. Almost all pupils are of White British heritage and very few speak English as an additional language. The proportion of pupils known to be eligible for free school meals is well below average, as is the proportion of pupils with special educational needs and/or disabilities. The school has received a number of awards, including the International School Award, and has achieved Healthy Schools status. Since the last inspection there has been significant disruption to staffing at the school and the headteacher has taken on the responsibility for teaching a class in Key Stage 2. From September 2010 the school will combine Years 4 and 5 into a single mixed-age class, thus releasing the headteacher from his teaching commitment.

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

Hesketh-with-Becconsall All Saints is a satisfactory school. It has a high profile within the local community and has worked effectively to establish links with parents and carers, many of whom value the school's work. Care, guidance and support are good and contribute well to pupils' personal development. Pupils have a good understanding of how to stay safe and healthy; their attendance is above average and they are well prepared for the future. Pupils' spiritual, moral, social and cultural development is satisfactory overall with strengths in their moral and social development. Spiritual and cultural development are the less well-developed aspects. In particular, pupils' awareness of faiths and cultures other than their own, including faith communities in the United Kingdom, is limited.

Children enter the Early Years Foundation Stage with skills that are generally typical for their age. They get off to a good start in the Reception class and make good progress overall, and sometimes better, as a result of good-quality teaching and care within a lively and stimulating learning environment. However, the school does not build sufficiently on this good start and progress across Key Stages 1 and 2 is satisfactory. Attainment by the end of Year 6 is broadly average, with a minority of pupils attaining above average standards, particularly in mathematics. Although data shows that there has been some improvement in mathematics since the last inspection, pupils' progress in writing has declined, particularly for girls. The school is aware of the need to address this issue as a matter of urgency.

The quality of teaching in Years 1 to 6 is satisfactory overall. Pupils make good progress when they are actively engaged in their learning and are given thought-provoking tasks that effectively develop their skills. However, lessons are often too teacher-led, with insufficient opportunities for pupils to engage in lively and challenging activities which extend their learning. The use of assessment in the Early Years Foundation Stage is outstanding. Children's achievements are regularly assessed and recorded in great detail, with this information being used very effectively to plan the next steps in each child's learning. In Years 1 to 6, written feedback for pupils is often much too brief and does not give them a clear enough indication of the levels at which they are working or guidance on how to improve.

Improvement since the last inspection has been hindered by the turbulence in staffing which has affected the regularity and rigour of monitoring and evaluation. As a result, although the school's self-evaluation is broadly accurate, the improvement planning is not sufficiently focused on outcomes for pupils. The situation in staffing is now more stable. The senior management team and the governors are now implementing more rigorous procedures to identify specific areas for improvement. As a result, they are

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starting to tackle weaknesses in provision and outcomes. The school's capacity to improve is satisfactory.

What does the school need to do to improve further?

- Accelerate progress and raise attainment by the end of Key Stage 2, especially in writing and particularly for girls, by summer 2011 by:
 - improving the quality and consistency of teaching in Years 1 to 6
 - providing pupils with more opportunities to take an active part in their learning
 - ensuring that work is always sufficiently challenging and matched closely to pupils' individual needs
 - giving regular, high-quality written feedback to pupils so that all are aware of the levels at which they are working and what they need to do to improve further.
- Improve leadership and management by:
 - ensuring that monitoring and evaluation are regular and rigorous
 - using information from evaluation to produce high-quality improvement planning, clearly linked to outcomes for pupils
 - ensuring that governors are fully and systematically involved in evaluating the school's work.
- Strengthen pupils' cultural development by increasing their awareness of faiths and cultures other than their own, with particular reference to faith communities within the United Kingdom.
- 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 have good attitudes towards learning and listen carefully in lessons. In most lessons they make satisfactory progress. Behaviour is good, although pupils occasionally become distracted during lessons where they are not given the opportunity to be actively involved in their learning. When this happens, pupils become disengaged and progress slows. Pupils say that the school is a friendly place where adults are kind and caring. They have a good awareness of how to stay safe and their knowledge of internet safety is particularly good. Pupils enjoy taking on responsibilities within the school and they are closely involved in activities within the local community. They are mature, sensible and courteous. Pupils' achievement is satisfactory overall. Attainment by the end of Key Stage 2 is broadly average, with mathematics being the strongest area. However, attainment in writing is lower, with few pupils reaching the higher levels and girls performing less well than boys. Pupils with special educational needs and/or disabilities make satisfactory progress as a result of the support provided for them.

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Pupils attend well and are punctual. This, together with sound basic skills and involvement in a range of enterprise-related activities, means that they are well prepared for the future.

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	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

In the minority of lessons observed where teaching was good, pupils were engaged in practical activities that provided a good level of challenge. As a result, they enjoyed learning and made good progress. In most lessons the quality of teaching is satisfactory and, consequently, pupils' achievement is satisfactory overall. However, overall, teaching is not of sufficient quality to ensure that all pupils make consistently good progress. Lessons are sometimes dominated by the teacher's input, with pupils often expected to sit passively for long periods of time. In addition, tasks are not always well matched to pupils' individual needs, particularly in providing enough challenge, and pupils report that work is sometimes 'too easy'. Written feedback to pupils in Years 1 to 6 often lacks detail and is not helpful in moving pupils on to the next stages of their learning. As a result, too many pupils are unaware of how well they are doing in English and

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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mathematics.

The curriculum has strengths in the quality of enrichment activities, including off-site visits that pupils enjoy greatly. The school's international links provide good opportunities for pupils to learn about life in other countries, such as Spain, Sweden and Sri Lanka. Nevertheless, curriculum content is not always adjusted to meet the specific needs of particular groups of pupils, such as the gifted and talented. Cross-curricular provision for literacy and numeracy is satisfactory, although the school is aware that there is scope for extending opportunities for pupils to practise their writing skills across a range of subjects.

The school provides good-quality pastoral care for pupils and ensures that all feel safe and secure. Provision for pupils' personal development is good and is effective in helping pupils to develop self-awareness. They are well prepared for their transition to secondary school.

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's teaching commitment has reduced the time available for monitoring the quality of the school's work, including teaching and learning, and has previously limited the effectiveness of the school's work in driving improvement. This, in turn, has affected the quality of the school's self-evaluation and improvement planning. This situation is now improving as school leaders are tackling weaker areas in provision and outcomes. Although staff are generally aware of the broad areas for development, insufficient attention is given to identifying and communicating the most significant priorities for improvement linked to pupils' outcomes. Governors are strongly committed to the school and value its place within the community, but until very recently they have not been sufficiently involved in evaluating provision and outcomes or in holding the school to account.

The school's promotion of equality of opportunity is satisfactory. Managers have started to gather data on particular groups of pupils, but there is not yet sufficient evidence of impact in terms of the progress made by these groups. Safeguarding procedures are satisfactory and meet all statutory requirements. The school's promotion of community cohesion is satisfactory overall. It works well to promote community cohesion at a local level. In addition, its work in this respect is significantly enhanced by the various international links that have been forged. Nevertheless, there is not enough emphasis

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on promoting pupils' awareness of cultural diversity within the United Kingdom, particularly in relation to different faith communities.

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	2
The effectiveness of partnerships in promoting learning and well-being	3
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	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children learn and play together very happily in the Early Years Foundation Stage. Staff form excellent relationships with children and are particularly skilled in providing just the right amount of support to guide learning without dominating activities. Children are considerate to one another, as shown in a session based on the theme of the seaside where children were full of praise for each other's paintings. Very good teamwork was evident as several children worked outside on building a sandcastle, complete with moat. They observed with great interest, reporting that the water in the moat 'disappeared into the sand around the castle'. Others thoroughly enjoyed their role play in selling and buying ice creams, while some chose to write about a day out at the seaside. Adults provided very good guidance and praised children's efforts. All children made good progress and were able to talk in detail about what they had learnt.

The use of assessment in the Early Years Foundation Stage is exemplary and underpins children's good learning and development. Staff regularly assess children's achievements in all areas of learning and record this information in beautifully presented journals. These provide a comprehensive and detailed record of individual children's achievements which can then be shared with parents, carers and other adults. Information is used very effectively to plan the next steps in children's learning and all of this is communicated clearly to parents and carers so that they can support their children at home. The Early Years Foundation Stage is well led and managed. There is a

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clear, shared understanding among staff of strengths and areas for future development. As a result of this and the good-quality provision, children make at least good progress, with a few making outstanding 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 majority of parents and carers who responded to the questionnaire were supportive of the school. A few made positive comments about the quality of care provided. A small minority expressed concern about disruption to staffing and the impact on their children's learning. There were also a few concerns regarding the plans to amalgamate two year groups into a single class from September 2010.

Inspectors discussed these issues with the school's managers and noted that there is now increased stability in staffing across the school. The concerns regarding the mixed-age class were shared with managers, who voiced their intention to monitor the situation closely from the autumn term onwards.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hesketh-With-Becconsall All Saints CofE 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 47 completed questionnaires by the end of the on-site inspection. In total, there are 176 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	72	11	23	2	4	0	0
The school keeps my child safe	36	77	11	23	0	0	0	0
The school informs me about my child's progress	26	55	19	40	2	4	0	0
My child is making enough progress at this school	30	64	13	28	1	2	1	2
The teaching is good at this school	32	68	14	30	1	2	0	0
The school helps me to support my child's learning	27	57	17	36	2	4	0	0
The school helps my child to have a healthy lifestyle	26	55	20	43	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)	26	55	17	36	1	2	0	0
The school meets my child's particular needs	23	49	21	45	2	4	0	0
The school deals effectively with unacceptable behaviour	16	34	26	55	5	11	0	0
The school takes account of my suggestions and concerns	20	43	21	45	5	11	0	0
The school is led and managed effectively	28	60	15	32	3	6	0	0
Overall, I am happy with my child's experience at this school	30	64	16	34	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	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.



Dear Pupils

As you know, I visited your school recently together with two other inspectors so that we could find out how well you are doing. I would like to thank you for making us feel so welcome and for sharing your views with us. I would also like to share our main findings with you.

You told us that your school is a friendly place where staff are kind and care for you. We agree with you. You behave well and are courteous and polite. We are pleased that you know so much about how to stay safe and healthy, and you are prepared well for your move to secondary school.

Your school provides you with a satisfactory standard of education. The children in the Reception class make really good progress. Overall, progress in Years 1 to 6 is satisfactory, with the Year 6 pupils reaching average standards in English and mathematics by the time they leave. We think that you can make faster progress and achieve more, especially with your writing, so we have asked the staff to:

- give you lots of opportunities to be actively involved in your learning and make sure that the work you are given is always challenging enough and not too easy
- give you really good written feedback on your work so that you understand exactly how well you are doing and what you need to do to improve
- help you to learn more about the different faiths and cultures of communities within the United Kingdom.

We have also asked the school's leaders and governors to keep a really close watch on how well the school is doing and how improvements are helping you to achieve more. You have an important part to play here and you can help by always trying your very best with your written work and by telling your teacher if your work is too easy or too hard.

We wish you well for the future.

Yours sincerely

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