

# St William's Catholic Primary School, Pilling

## Inspection report

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<b>Unique Reference Number</b>	119630
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	339486
<b>Inspection dates</b>	20–21 May 2010
<b>Reporting inspector</b>	David Halford

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>	45
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Joe Dooley
<b>Headteacher</b>	Mrs Ela Wort
<b>Date of previous school inspection</b>	7 November 2006
<b>School address</b>	Garstang Road Pilling Preston PR3 6AL
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## Introduction

This inspection was carried out by one additional inspector. Seven lessons were observed; three teachers were seen, one of whom was a support teacher from the English as an additional language service; and meetings were held with parents and carers, groups of pupils, governors and staff. The inspector observed the school's work, looked at pupils' work, a range of the school's policy documents, nationally published assessment data, the school's own data and 34 questionnaires returned from parents and carers.

- the standards pupils attain in numeracy and literacy
- how effectively the school promotes the personal development and welfare of pupils
- the effectiveness of curricular provision in classes which accommodate pupils of widely differing ages and abilities.

## Information about the school

This small school, with two classes, is situated in the village of Pilling but serves a wider surrounding area. The proportion of pupils known to be eligible for free school meals is well below average. There are a very small number of pupils from minority ethnic cultures and these speak English as an additional language. The percentage of pupils with special educational needs and/or disabilities is below average but on a rising trend, and none have a statement of special educational needs. Children in the Early Years Foundation Stage enter the school at the start of the Reception Year and work alongside pupils in Years 1 and 2.

The school is emerging from a period of significant financial challenge, which has resulted in considerable movement of staff. Additionally, developments to the school buildings have been undertaken and are still in the process of completion. A children's centre for use of the wider community is currently under construction and due to open towards the end of this school year. The school operates and manages an after-school club named 'Sparklers' on two evenings each week.

The school holds the Basic Skills Quality Mark, Activemark, an Eco-Schools Award, the Healthy Schools Award, both locally and nationally, and also holds the Race Equality Charter.

**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 is a good school, which cares for its pupils exceptionally well. Central to its success is its Catholic foundation, the detailed and thorough knowledge every member of staff has about each individual pupil and the contribution this makes to pupils' outstanding personal development. Pupils are well aware of this feature and respond with excellent behaviour towards each other and towards staff. Outstanding leadership and good governance are promoting a very safe environment and high-quality outcomes for pupils. The school has an excellent relationship with parents and carers. It is, in turn, regarded highly by them and its local community. The majority of responses to the parents' and carers' questionnaire were overwhelmingly positive towards the school and contained comments such as, 'The school provides a first-class environment for children to thrive in,' and, 'The school seems to improve year on year.'

From starting points which are broadly typical for their age, but which vary widely because of the small numbers of pupils in each year group, almost all pupils make good progress through the Early Years Foundation Stage. Good progress is maintained through Key Stages 1 and 2, and excellent progress is made by pupils with special educational needs and/or disabilities. These pupils are very well supported in their learning, as are the small number of pupils who speak English as an additional language. They too respond particularly well to the high-quality support they receive. As a result, most pupils attain above average standards by the end of Year 6. However, insufficient attention is given to the higher attaining pupils to ensure that they are consistently challenged so that they reach their full potential. The school has effective tracking systems in place and is very thorough in the information it gathers about the progress made by each pupil. Teachers' marking is informative and pupils develop a clear understanding of how well they are doing and what they need to do next to improve further. These assessment procedures are very detailed.

Teaching is consistently good and, because each class contains pupils of widely differing ages and abilities, tasks are usually matched carefully to the individual needs of pupils, but not always for the more able. Lessons are often followed up well with practical experiences.

Curricular provision is good and is enhanced by a well-supported range of extra-curricular activities. It is managed effectively but is less well developed in providing opportunities for pupils to extend their basic skills in literacy and numeracy across different subjects and to develop their creative skills. The school has plans in the early stages of development to improve this provision.

The headteacher, staff and governors have a very clear view of the school, reflected in

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an accurate self-evaluation, and a real desire to develop it further. They are well aware of its strengths and areas for further improvement. A significant number of governors are new and the more experienced governors are yet to share their expertise with new members to equip them to hold the school to account more effectively. The school currently provides outstanding value for money and demonstrates a good capacity to improve further.

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

- Ensure that the higher attaining pupils are consistently challenged in lessons.
- Develop the curriculum by:
  - ensuring that pupils are provided with opportunities to develop their basic
- skills in literacy and numeracy across a wide range of subjects
  - providing more opportunities for pupils to develop their creative skills.
- Increase the knowledge and confidence of all governors to strengthen their collective ability to hold the school to account.

**Outcomes for individuals and groups of pupils****1**

Published data needs to be treated with some caution in reaching conclusions about pupils' outcomes, since year groups contain relatively small numbers of pupils. Nevertheless, over the last three years national data indicate that standards by the end of Year 6 have been above average in English and mathematics. Lessons seen show that standards are above average and that pupils are generally challenged well and enjoy their learning. In a good literacy lesson in Key Stage 2, pupils' good speaking and listening skills were employed well in work on a David Weisner picture entitled 'Flotsam'. Pupils' past work also demonstrates above average standards. Pupils' achievement is good in all basic skills, and particularly so in writing, which has been a recent focus for development. The work set for the higher attaining pupils does not challenge them consistently. Thorough support offered to pupils with special educational needs and/or disabilities and the small number who speak English as an additional language enables them to make particularly good progress and many achieve outstandingly well.

Many aspects of pupils' personal development are promoted particularly strongly by the outstanding quality of care provided by the school. Pupils have a highly developed knowledge of how to keep safe and healthy. Behaviour in lessons, in the playground and around the school is exemplary. Pupils really enjoy their work and respond very well to each other and to all the adults with whom they interact. Pupils clearly say that the adults always help them to do their best work. Attendance is well above average. Pupils support each other, the school and the local community very well. Pupils act as playground helpers and all pupils are happy in school and are helped to adopt a very positive attitude to their lessons. They clearly enjoy taking on areas of responsibility and respond very well to it. Pupils' spiritual, moral, social and cultural development is outstanding. Pupils of all ages get on extremely well together. They have an excellent knowledge of right and wrong and the school takes every opportunity to promote their

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self-esteem. They have an encouragingly broad understanding of other cultures.

*These are the grades for pupils' outcomes*

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

## How effective is the provision?

The quality of teaching is good and is promoting effective learning overall. Lessons are planned well and work is mostly matched carefully to the needs of individual pupils. Pupils of all ages show a keen interest in lessons. Teaching assistants are always well informed, know pupils' needs well and are confident and efficient in their work. Individual assessments of pupils' progress are undertaken very frequently and regularly, and highly detailed information is recorded. This informs planning well and leads to lessons that meet the needs of different groups of pupils effectively, although that is not always the case for the more able. Pupils are well informed about their progress and how to improve it through the use of informative marking and dialogue with adults. A clear focus to learning, good-quality questioning, a sustained pace throughout the lesson and good links between subjects are all features of the good-quality teaching. Curricular provision is good. It operates on a two-year cycle, thus ensuring that the widely mixed-age classes are provided with a curriculum that is free from omission or

<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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repetition. It is adjusted effectively to meet the wide range of pupils' needs. The school has recently started to examine critically the development of pupils' creative skills. This work is currently at an early stage of development. The curriculum does not yet provide sufficient opportunities to develop pupils' basic or creative skills across the whole range of subjects. A good range of well-attended and much enjoyed extra-curricular opportunities, including a residential experience for older pupils, enrich the curriculum. The care, support and personal guidance pupils receive are outstanding. Support staff, including those from external agencies working in partnership with the school, make a particularly strong contribution to pupils' learning. Pupils know that the adults care for them and understand their needs. They respond particularly well to this provision. This support enables all pupils, including those whose circumstances make them the most vulnerable, to be fully involved in school life and to make good progress. The after-school facility gives children from Reception to Year 6 good opportunity to play games, read or use computers. Pupils enjoy the activities and parents and carers speak highly of the provision, which is led and managed well and complies fully with the terms of its registration.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The leadership of this small school is outstanding and contributes substantially to the significant improvement which has been made since the last inspection. All the staff, in whatever role they occupy, are part of a coherent team approach in which all are strongly committed to promoting improvement. The questionnaires returned from staff indicated that all staff were proud to be part of the school. High-quality improvement planning is presented clearly. Teaching and learning are monitored effectively.

Governors support the school very well and most have a good knowledge of its strengths and areas for development. There is a good balance of experienced and recently appointed governors, but the more experienced have yet to share their knowledge fully with the newly appointed to ensure that the whole governing body is well equipped to hold the school to account. Staff and governors take their responsibility for safeguarding pupils very seriously and ensure that the comprehensive procedures fully meet current government guidelines. The school's provision for the promotion of equal opportunities is good, largely due to the detailed knowledge all members of staff have about the pupils in their care. The school promotes and evaluates its work in

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community cohesion well. It has established effective links with other schools locally and throughout the area. It knows well the community it serves. The school enjoys very strong links with parents, carers and other outside agencies and there are very effective links between school and home. The high quality of these partnerships has contributed significantly to the outstanding quality of care and personal development of pupils, which is central to the school's success and upon which it is building its further improvement.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<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>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

On average, most children enter the Reception Year with skills that are broadly typical for their age, but this varies from year to year because of the small numbers of children involved. Overall, they make good progress through the Early Years Foundation Stage so that most reach average standards by the time they enter Year 1. They experience a balanced blend of lively play and calm listening. Some strong teaching was observed in early literacy work, both in the classroom and in the outside learning area.

Reception children are accommodated well alongside pupils in Years 1 and 2 who occupy the same teaching space. They work in groups in which they feel safe and are cared for particularly well. They frequently join the rest of the class on the carpet and engage well in speaking and listening activities. They are well supported in their learning by an able teaching assistant and they clearly enjoy the activities which are specially prepared for them. The classroom has direct access to the outside learning area where provision is good and which is used well.

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Good relationships are promoted well in this setting where the children are clearly very secure. Good teaching ensures that children make positive progress in their learning. A very effective partnership is established with parents and carers, which contributes well to the assessment of children's learning and development. The leadership of the Early Years Foundation Stage provision is good and effective plans are in place for its continued development. Children attending the after-school care club are well supported and clearly enjoy their time there.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

A very high percentage of parents and carers returned the questionnaires distributed prior to the inspection. Several responses included comments which were highly positive and affirming of the work of the school. They illustrate well the high quality of the relationship which exists between the school and its pupils, parents and carers. A small minority had some misgivings about the work of the school, but they were about a variety of single issues, for example about behaviour and the school not responding to individuals' views and suggestions. There was only one response expressing strong disagreement with one of the questionnaire's statements and that linked directly to a child's lack of enjoyment at school. The overwhelming majority confirm the inspector's positive judgments.

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

Ofsted invited all the registered parents and carers of pupils registered at St William's Catholic Primary School, Pilling 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 inspector received 34 completed questionnaires by the end of the on-site inspection. In total, there are 45 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	21	62	9	26	2	6	1	3
The school keeps my child safe	27	79	6	18	0	0	0	0
The school informs me about my child's progress	17	50	17	50	0	0	0	0
My child is making enough progress at this school	16	47	18	53	0	0	0	0
The teaching is good at this school	25	74	9	26	0	0	0	0
The school helps me to support my child's learning	18	53	16	47	0	0	0	0
The school helps my child to have a healthy lifestyle	24	71	8	24	1	3	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)	19	56	12	35	0	0	0	0
The school meets my child's particular needs	18	53	16	47	0	0	0	0
The school deals effectively with unacceptable behaviour	23	68	8	24	2	6	0	0
The school takes account of my suggestions and concerns	18	53	13	38	2	6	0	0
The school is led and managed effectively	25	74	7	21	0	0	0	0
Overall, I am happy with my child's experience at this school	24	71	8	24	0	0	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](http://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"><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.**



Dear Pupils

I really enjoyed my recent inspection of your school. Thank you very much for your warm welcome and for looking after me so well. You were very helpful in lessons when I asked you to explain what you were doing and also very friendly around the school. My particular thanks should go to everyone who spoke with me and who helped me to understand why it is that you enjoy your school so much.

St William's Primary School is a good school, with some very exciting work taking place. The staff care for you all outstandingly well and make sure you feel safe and secure. I think that the way your headteacher and her staff and governors manage your school is also particularly good. I shall remember your interesting science work taking place in Class 2, and the group of excited children in Class 1 looking for rhyming words outside Mrs Wort's office!

When we visit schools, inspectors also look for things which will help each school to get even better. I have asked your headteacher to make the following improvements.

- There should be more opportunities for you to use your basic skills and creative skills in lessons.
- Teachers should offer more really challenging work to boys and girls who find learning easy.
- The really experienced governors should share their knowledge with the new governors so that they can have a good knowledge of how your school works.

Thank you once again for all your help. I send you all my very best wishes for the future. I do hope that you continue to enjoy learning as much as you do at the moment.

Yours sincerely

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