

Kirkham and Wesham Primary School

Inspection report

Unique Reference Number	119145
Local Authority	Lancashire
Inspection number	358499
Inspection dates	15–16 September 2010
Reporting inspector	Stephen Rowland

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	182
Appropriate authority	The governing body
Chair	Mr Michael Moore
Headteacher	Mrs Rhiannon Jones
Date of previous school inspection	9 October 2007
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Introduction

This inspection was carried out by three additional inspectors. They observed 14 lessons and eight teachers. Meetings were held with staff, pupils and members of the governing body. Inspectors observed the school's work, and looked at relevant policies, the school improvement plan, records of meetings, the school's monitoring records and analyses of pupils' attainment and progress. The 82 questionnaires returned by parents and carers were also analysed.

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

- How well the school ensures that all pupils achieve their potential.
- Whether teaching is challenging and engaging and enables all pupils to enjoy learning and to achieve their best.
- How effectively the school tracks pupils' progress.
- How well leaders and managers at all levels evaluate the school's work and contribute to its success.
- How effective is the school's Early Years Foundation Stage, particularly in developing children's language skills.

Information about the school

This is a smaller than average sized primary school. The proportion of pupils known to be eligible for free school meals is close to the national average. The majority of pupils are of White British heritage. A small number are at an early stage of learning English. The proportion of pupils who have special educational needs and/or disabilities is just below the national average. The school has many awards including the Lancashire Race Equality Award, the National Healthy Schools status and the Eco Schools Silver Award.

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?

1

The school's capacity for sustained improvement

2

Main findings

This is an outstanding school. The outstanding links with other agencies, combined with exceptionally thorough care, guidance and support offered to pupils, are particular strengths. This means that the school provides a safe and secure environment in which pupils enjoy learning. All staff and governors share a clear sense of direction and purpose. Complacency has no place here and all express an ambition to provide the very best they can. The school's self-evaluation is rigorous and well focused. It forms the basis of an action plan which indicates accurately what the school has to do to improve further. The drive over recent years, for example, to raise attainment in writing has clearly been effective. The school has successfully tackled the issues raised at the last inspection in a systematic way. This shows that there is a good capacity for sustained improvement.

Teaching is good with some significant strengths. As a result, attainment is rising and is now broadly average at the end of Year 6. The school has a very clear assessment system, although teachers do not always provide enough regular opportunities in lessons for pupils to reflect on their own learning and to check their progress. Nevertheless, the needs of all pupils are met and they make good progress. An outstanding curriculum contributes strongly to the personal outcomes for pupils.

The school is very safe and behaviour is excellent. Pupils are very respectful of each other and have a very good understanding of the need to welcome all newcomers, including those with a different ethnic or religious background. The school has been very successful in taking actions to promote community cohesion. Partnerships with parents and carers are exceptionally strong and this contributes significantly to the school's success and pupils' learning. The closeness of this partnership helps the school to provide very specific programmes of support for those pupils who may find school challenging. This excellent relationship is evident in the many very positive comments received during the inspection. A typical comment is, 'A great school with lovely values. My children have thoroughly enjoyed their time at Kirkham and Wesham.'

Pupils enjoy coming to school and this is clearly demonstrated in the high attendance. Typical comments include, 'we are always happy to help others and to play our part.' Another pupil was very appreciative of the effort that staff make to help them. 'Nothing is too much trouble. They know us very well.'

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching to improve progress further, by:

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- ensuring that all lessons include regular opportunities to check and consolidate pupils' learning.

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

Pupils enjoy school and work hard in lessons. They appreciate the range of tasks and activities offered to them and value the good teaching they receive. They show enthusiasm and work well in groups. As a consequence, they make good progress and achieve well.

Children enter the Early Years Foundation stage with skills which are generally below those typically expected for their age group. The language skills of many children are well below those normally expected. They make good progress throughout school to reach average attainment by the end of Key Stage 2. The most recent unvalidated test results, together with school data, show that attainment in writing has improved well over recent years as a result of successful changes to teaching and the curriculum. Attainment in reading is also improving but slightly below other areas and the school is already working to improve it further. Evidence from lesson observation and from scrutiny of pupils' work as well as from the school's thorough tracking system demonstrates that pupils are making good progress and achieve the ambitious targets set for them. Pupils with special educational needs and/or disabilities receive excellent support and guidance and as a consequence make good progress.

Pupils say they feel very safe in school and are confident that any concerns are dealt with swiftly and effectively. They demonstrate a very clear awareness of how to act safely and how to reduce risks to themselves and others. Parents and carers strongly support this view. Pupils are helpful and considerate and support each other to maintain high standards of conduct. Their awareness of healthy lifestyles is outstanding. This is reflected in their participation in the wide range of extra-curricular sporting and exercise activities on offer and in their impressive knowledge of what constitutes a healthy diet. Pupils are engaged in many activities which enable them to be active members of the school community and also to acquire skills which will support their future economic well-being. Among them are the school's Eco projects, including the Eco garden and the school's sterling work to support fair trade and global awareness. The school's drive to improve attendance has been very effective so that this is now high when compared to other primary schools. The school's outstanding work to develop awareness and understanding of global issues as well as its broad and stimulating curriculum means that pupils' spiritual, moral, social and cultural development is outstanding.

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.

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
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	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
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	1
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Teachers' lesson planning is clear and is based on an understanding of each child's current progress. The pace of learning is brisk so that pupils stay focused and enjoy learning. In one excellent Year 5 mathematics lesson, for example, pupils were kept engaged by a variety of tasks which were carefully matched to their level of understanding. Learning was constantly checked and pupils were actively involved having time to discuss their learning with their peers. One feature which distinguishes outstanding lessons is that opportunities are systematically provided to check learning and understanding at regular intervals. This means that pupils make excellent progress. The school has an effective and thorough system to track pupils' progress. This information is shared with pupils so that they know what to do to improve. The school's work to fully involve pupils so that they know how well they are doing is developing strongly.

The curriculum gives very strong attention to developing basic skills. It provides a very rich and stimulating range of experiences which contribute significantly to the outstanding personal outcomes for pupils. All pupils learn French and through the close links the school has with its neighbouring high school exciting work in design technology has been offered to pupils. Many pupils participate in musical experiences and the artist in residence helped pupils to produce high quality display work to celebrate the school's centenary. The curriculum is further strengthened by the extensive range of sports and extra-curricular clubs on offer and residential experiences, about which pupils speak so enthusiastically. Information and communication technology is used effectively across a range of subjects to enhance learning and enjoyment.

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Staff are highly skilled at assessing pupils' individual needs and interventions are carefully planned to ensure that they can benefit from their time in school. The learning mentor plays a central role in coordinating this work and working with the families of vulnerable pupils so that they can overcome barriers to their learning. This work is supported by the large number of partnerships with external bodies.

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	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

There is a strong, clear sense of purpose and direction in this school. All staff share an ambition and determination to provide the very best for the pupils who attend. The headteacher provides focus and drive and is ably supported by an astute and determined deputy headteacher. Other staff members with posts of responsibility contribute strongly to the progress of the school. They say that they feel empowered to take an active role of leadership and can see the improvements in achieved outcomes. Teaching is monitored very closely and the school makes effective use of outstanding practice to improve its quality. The improvement in standards in writing, for example, is evidence of the success of this approach. The school is taking effective action to raise attainment further in reading and there are early signs of improvement, but the school recognises there is more work to be done. The school's governing body plays an active role in the life of the school and provides informed challenge and support for the school's senior staff. It fulfils its statutory obligations effectively.

Outstanding partnerships make a significant contribution to pupils' learning and personal development. An effective range of activities enables parents and carers to become involved in the school and to support their child's education. For example, parents and carers come into school to work with the learning mentor notably on letter sounds (phonics). The school benefits from a number of partnerships with external agencies. Amongst these are the active role of a local police officer on the school's governing body and the excellent links with the local high school and a local special school. The school works very effectively to ensure that all pupils, regardless of their ethnic or religious backgrounds are welcomed into the school. There is no room for discrimination at Kirkham and Wesham. Safeguarding procedures are outstanding because they are systematically reviewed and adapted to maintain their effectiveness. The school places a very high priority on ensuring that pupils remain safe and secure in school.

The school functions very well as a community and has made sure that pupils actively

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engage with children from other different ethnic and religious backgrounds through its partnership with a primary school in Preston. Pupils are also very aware of their role within the global community and can explain their responsibilities to those around the world in less fortunate circumstances. As a consequence, the school's work to promote community cohesion is outstanding.

These are the grades for leadership and management

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

Early Years Foundation Stage

Children make good progress in the Early Years Foundation Stage. Provisional data for 2010 suggests that children's skills are comparable to those expected nationally. This is an improvement over previous years. They develop the qualities which allow them to face the demands of the main school and happily take responsibility for managing small tasks. Children demonstrate a willingness to share and know how to keep themselves and others safe. They are welcoming and considerate of others including those children who are at an early stage of learning English. Every opportunity is taken to make learning fun and there is an appropriate mix of adult-led and child-initiated activities. Children enjoy healthy snacks of fruit and vegetables and explain about how important it is to wash their hands before handling food.

There is a very well-equipped learning environment with good provision for a range of stimulating activities both indoors and out. For example, children enjoyed finding numbers pinned to walls by cycling about in the outdoor area. Observations are made carefully and consistently and these are used to inform future learning. Children's skills are assessed on entry to the Reception class and again when they move to Year 1. This process is developing effectively and is providing the school with valuable information

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about the progress children make. Adults work together as a team and develop a warm and secure relationship with children. As in the main school, the quality of safeguarding is very strong and procedures are constantly reviewed. There are excellent links with parents and carers and every effort is made to work with them as partners. As well as day-to-day informal contacts there are also half-termly progress meetings to keep them informed. The Reception teachers work closely with a team of assistants and together they constantly evaluate their work and seek ways to further improve the provision. Staff are trained appropriately and have the necessary skills and experience to ensure that children stay safe and make good 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

About 45% of parents and carers responded to the questionnaire. Almost all of the responses were entirely positive with a number of very positive comments. Of the very small number of negative responses only 3% felt that the school's response to unacceptable behaviour was ineffective. Evidence from observations in and around the school during the inspectors' visit along with comment from pupils and from parents and carers indicated that behaviour was of a very high standard and that any concerns were dealt with promptly and effectively.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kirkham and Wesham 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 82 completed questionnaires by the end of the on-site inspection. In total, there are 182 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	56	68	25	30	1	1	0	0
The school keeps my child safe	61	74	21	26	0	0	0	0
The school informs me about my child's progress	50	61	32	39	0	0	0	0
My child is making enough progress at this school	49	60	32	39	0	0	0	0
The teaching is good at this school	59	72	21	26	0	0	0	0
The school helps me to support my child's learning	50	61	30	37	0	0	0	0
The school helps my child to have a healthy lifestyle	61	74	20	24	0	0	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)	57	70	22	27	1	1	0	0
The school meets my child's particular needs	57	70	23	28	0	0	0	0
The school deals effectively with unacceptable behaviour	45	55	32	39	1	1	2	2
The school takes account of my suggestions and concerns	52	63	26	32	2	2	0	0
The school is led and managed effectively	64	78	17	21	0	0	0	0
Overall, I am happy with my child's experience at this school	67	82	15	18	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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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.



17 September 2010

Dear Pupils,

Inspection of Kirkham and Wesham Primary School, Preston, PR4 2JP

Thank you for making the inspection team so welcome during our recent visit to Kirkham and Wesham. I am particularly grateful to those who agreed to meet with us during their lunchtime; your comments were very helpful. Thank you also to those who completed the questionnaire.

Kirkham and Wesham is an outstanding school. I was very impressed by your work to promote fair trade and your global awareness. You know a lot about the world and how to help others. Your behaviour and attendance is excellent. You clearly enjoy learning because of all the opportunities on offer to you. Your school works very closely with parents and carers, and with other partners to make sure you can get the most out of your time in the school. Many of those I spoke to or who wrote to me had very good things to say about the school. People in the local community have a high opinion of the school.

Even though yours is an outstanding school there is something I want your teachers to do to make it even better. You make good progress in lessons but could do even better if there were more opportunities for the teachers and you to check on your learning.

You are right to be proud of your school. Please help your teachers by always behaving as well as you did during our visit and by trying your best and helping each other. Once again, thank you for your help during the inspection.

Yours sincerely

Stephen Rowland

Lead inspector

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