

Upholland Roby Mill CofE Voluntary Aided Primary School

Inspection report

Unique Reference Number	119496
Local Authority	Lancashire
Inspection number	358567
Inspection dates	15–16 September 2010
Reporting inspector	Clare Henderson

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	45
Appropriate authority	The governing body
Chair	Mrs Ruth Pollock
Headteacher	Mrs Veronica Riordan
Date of previous school inspection	25 September 2007
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Introduction

This inspection was carried out by one additional inspector. The inspector observed 10 lessons taught by four different teachers. The inspector held meetings with governors, staff and pupils, observed the school's work and looked at documents relating to safeguarding, pupils' progress and attainment and the curriculum. The inspector looked at the school's development plan and the way in which the school evaluates its own performance. The views of parents and carers, through 26 returned inspection questionnaires, and the opinions of staff and pupils were analysed.

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

- Whether the level of challenge in learning enables all pupils to make good progress from Years 2 to 6 in English and mathematics.
- The quality of pupils' understanding and experiences of culture diversity nationally and within the wider world.
- The quality of the curriculum given the wide range of ages in the two classes.
- The effectiveness of leaders and governors in driving improvement and providing capacity to improve further.

Information about the school

This school is considerably smaller than the average sized primary school. Pupils are taught in two mixed-age classes. The proportion of pupils known to be eligible for a free school meal is low. The percentage of pupils with special educational needs and/or disabilities is below average. All pupils are of White British heritage. The school has gained national Healthy Schools status, Activemark and Investors in People Awards.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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. It is welcoming and inclusive and as a pupil rightly said, 'we're one big happy family here'. Pupils are well motivated and keen to learn and the contribution they make to school and the wider community is outstanding. They say they feel extremely safe knowing there is always an adult ready to listen and attend to their needs. Throughout the school, progress is good because of the good quality of teaching and care the pupils receive. Consequently, by the time they leave in Year 6, attainment is above average in English, mathematics and science. Achievement is good and pupils' current work and the school's own information shows that the rate of progress for each pupil is generally good across the school. However, a few pupils do not always make the progress of which they are capable. This is because, in a few lessons, tasks set do not match pupils' abilities closely enough because the work is either too difficult or too easy.

Pupils say they enjoy school and particularly the good range of opportunities provided to them, within the curriculum, to develop their musical, sporting and creative interests and talents. This enjoyment is reflected in very high attendance. Pupils develop a good understanding of what is needed to lead healthy lifestyles. They think deeply about the experiences of others and their spiritual, moral, social and cultural development is good overall. However, they do not have enough opportunities to engage with pupils from different religious, ethnic and cultural backgrounds in Britain.

The good track record of improvements since the last inspection highlights the good ambition and drive that senior leaders and governors provide. Good safeguarding procedures are in place, ensuring that pupils' safety and well-being are promoted effectively. Through rigorous self-evaluation the school is aware of its strengths and areas for development. It plans carefully to resolve these issues. It demonstrates a commitment to improving the staff's skills by sharing good practice and through their involvement in monitoring and evaluating progress towards agreed priorities. This illustrates clearly the good capacity that the school has to improve further.

What does the school need to do to improve further?

- Ensure that all pupils make consistently good progress in English and mathematics by checking that all staff always set tasks that are tailored to meet and extend pupils' individual learning needs.
- Further promote community cohesion, by:
 - providing pupils with opportunities to engage with pupils from different religious, ethnic and cultural backgrounds in Britain

- monitoring the impact on pupils' attitudes of strategies to extend community cohesion.

Outcomes for individuals and groups of pupils

2

Pupils' achievement is good and they concentrate well and work hard in most lessons. Pupils enjoy learning particularly when lessons involve drama, are practical or involve the use of information and communication technology (ICT). For instance, in the Key Stage 1 class, pupils describe and write about the character of Trevor the Tudor. They use previously learnt facts from a history lesson well to enrich the quality of their writing. Pupils enjoy being challenged to think and reflect and they express themselves confidently. Such exciting learning gives a boost to pupils' self-confidence and provides a high level of challenge for the more-able pupils. Discussion with pupils and scrutiny of their books show that overall progress from a broadly age-related starting point on entry to school is good throughout the school. However, in a few lessons, pupils' individual learning needs are not consistently met and at these times progress slows.

Nevertheless, overall attainment is above average by the time pupils leave in Year 6. Pupils with special educational needs and/or disabilities make good progress. Their work with specialist support staff and in small groups with teaching assistant support has a positive impact on their learning.

Pupils' behaviour is good and they are extremely proud of their school. They willingly take on a wide range of responsibilities. They feel adults listen to them and respond positively to their ideas. For instance, as school councillors, librarians or members of the Year 6 'Care Team', they engage well in decision making. They are especially pleased about their part in canvassing for and providing their own kitchen facilities in school. Their involvement within the local and wider communities is outstanding. For instance, excellent links with local residents have seen the village allotment flourishing. Similarly, following discussion with fire safety officers, pupils distributed leaflets to pensioners in the village to make them aware of the availability and benefits of smoke alarms.

Meaningful assemblies accelerate pupils' understanding and reflection on right and wrong actions. However, they do not have enough opportunities to engage with pupils from different religious, ethnic and cultural backgrounds. Pupils have a clear understanding of the need to lead a healthy lifestyle. This is reflected in the high uptake of the good range of extra-curricular physical activities on offer.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
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	2

How effective is the provision?

In lessons, relationships between teachers and pupils are caring and positive. Where teaching is best, pupils respond well to clear expectations, lively activities and high levels of challenge. They learn quickly in such lessons through discussion and focused tasks. Teachers' ongoing review and assessment of pupils' work ensures that pupils have a clear idea of what needs to be done next in order to maintain improvement. From the youngest through to those in Year 6, pupils skilfully assess each others work giving pointers on how to improve. The great majority of tasks in lessons are matched well to pupils' ages, interests and varying abilities. This is particularly strong in the few outstanding lessons visited during the inspection. Learning is less rapid in some lessons when the tasks set are not matched closely enough to pupils' individual learning needs. The few pupils with special educational needs and/or disabilities are well supported. Early identification of their needs ensures that necessary support is provided, through a good range of school-based programmes and/or external specialist support.

The recent changes to the curriculum have made it more creative and enriched. These include opportunities for pupils to extend effectively their communication, research, investigation, and ICT skills across all subjects. Good attention is paid to ensuring that pupils who remain in one class for up to four years have a good variety of experiences. These are adapted effectively to meet their individual levels of understanding through themed weeks and interesting topics. Pupils' personal development is well promoted within the curriculum.

The quality of care, guidance and support is good. Well targeted and sensitive support helps the few pupils with special educational needs and/or disabilities to overcome

barriers to learning well. Transition arrangements between Year 6 and the high school are effective and pupils are provided with good guidance and support to prepare them well for the next stage in their education.

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	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher, together with the senior teacher, lead by example and their ambition to raise attainment and give each child the best opportunity to succeed and is shared by staff and the governing body. Intention is translated into action as can be seen by the close attention paid to improving the quality of teaching and learning. Pupils' progress is checked thoroughly and provision adjusted where needed. An example of this is the determination of staff and the governing body to introduce a curriculum providing all pupils with equal opportunity to reach their full potential through learning, which is rooted in pupils' interests. Links with parents and carers are excellent. The school grasps every opportunity through frequent meetings for parents and carers and use of the website to gauge and respond to their views. The governing body is effective; it is self-critical and reflective and enables it to challenge and hold the school to account in equal measure. Good safeguarding procedures are central to all the school does and contribute effectively to pupils feeling extremely safe and enjoying school. Procedures to ensure staff are carefully checked to see they are suitable to work with this age group of pupils are thorough. The quality of community cohesion is good. The focus the school gives, through involvement in local and worldwide community links, to develop pupils' understanding and tolerance of others is very effective. However, pupils' experiences and knowledge of cultural and religious differences within Britain and the school's evaluation of the impact of community links on pupils' attitudes are less well developed.

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	2

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children get off to a good start in their learning in this happy environment. This is because adults provide good quality care for each child and pay close attention to developing their social, speaking, listening and writing skills. Effective teaching ensures a wide range of opportunities is provided, both indoors and outdoors, which develop children's physical, creative and social skills well. Children happily play on bikes and scooters, constantly ready to help each other. This was evident as one child said, 'I'll help you' as another struggled to get on a bike. Adults are constantly on hand to advise, without smothering children's confidence, on safety elements such as the importance of wearing a helmet when riding a bike. Planning is based around children's interests and focuses on enriching their life experiences. All adults take good care of children and ensure that all welfare requirements are met effectively. The school's relationship with parents and carers is outstanding so that they have an active role to play in their children's education through excellent induction arrangements and ongoing opportunities to meet with staff. Leadership is good and all adults work together as an effective team. They use observations effectively to track children's progress. The small numbers make attainment vary year on year but overall children make good progress from their individual starting points.

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

Most parents and carers responding to the questionnaire are happy with all aspects of the school's work and its effectiveness. They all agree that the school keeps children

safe, that teaching and leadership and management are good. This view expressed by one is typical of most parents and carers, 'my son really enjoys this school. Since starting here his attitude to education has taken a really positive turn. It is a lovely school'. A few parents and carers feel that their children are not making enough progress, that they do not receive enough information about their children's progress and that the school does not deal effectively with unacceptable behaviour.

The inspector found that the needs of all pupils are considered very carefully when dealing with the rare behaviour issue, which is managed well. The school provides a wide range of information about pupils' progress.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Upholland Roby Mill CofE Voluntary Aided 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 inspector received 26 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	17	65	8	31	0	0	0	0
The school keeps my child safe	21	81	5	19	0	0	0	0
The school informs me about my child's progress	16	62	10	38	0	0	0	0
My child is making enough progress at this school	15	58	10	38	1	4	0	0
The teaching is good at this school	17	65	9	35	0	0	0	0
The school helps me to support my child's learning	16	62	9	35	1	4	0	0
The school helps my child to have a healthy lifestyle	16	62	10	38	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)	20	77	5	19	0	0	0	0
The school meets my child's particular needs	18	69	7	27	0	0	0	0
The school deals effectively with unacceptable behaviour	12	46	11	42	3	12	0	0
The school takes account of my suggestions and concerns	12	46	14	54	0	0	0	0
The school is led and managed effectively	17	65	9	35	0	0	0	0
Overall, I am happy with my child's experience at this school	20	77	6	23	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 Upholland Roby Mill CofE Voluntary Aided Primary School, Skelmersdale, WN8 0QR

I would like to thank you for the help you gave me when I inspected your school. I especially enjoyed chatting at lunchtime as we enjoyed the lovely meals cooked in your new kitchen. Now I would like to share with you what I found out about your school. It is a good school. These are some of the best things about it.

- You have lots of fun and enjoy learning while you play in the Early Years Foundation Stage.
- All adults take good care of you and you told me that you feel very safe in school.
- You make good progress and reach above average standards in English and mathematics by the time you leave Year 6.
- Your behaviour is good and your attendance is high.
- The school provides many exciting things for you to do and learn, such as playing a musical instrument.
- Your involvement in school and the wider community for instance, in improving the village allotment is outstanding.

To make the school even better, I have asked teachers to:

- make sure that they all consistently plan tasks in English and mathematics lessons which match and extend your individual learning needs
- provide more opportunities for you to meet with pupils from different religious, ethnic and cultural backgrounds in Britain.

I hope you will play your part by continuing to work hard and do your best to help Roby Mill become an even better school.

Yours sincerely,

Clare Henderson

Lead inspector

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