

Winmarleigh Church of England Primary School

Church Lane, Winmarleigh, Preston, Lancashire, PR3 0LA

Inspection dates

21 November 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Leadership and management require improvement. The potential benefits of collaboration with another school are not working as well as hoped. Some staff and governors are becoming unsettled.
- The school's review of its own performance is not shared sufficiently well with staff and governors.
- Governors do not challenge leaders and managers well enough about the school's performance and its pace of improvement.
- Occasionally, teachers' expectations are not high enough to bring the best out in pupils.
- Pupils are not always given enough opportunities to become more independent in their learning.
- The school is not improving quickly enough. The outdoor area for Early Years Foundation Stage children remains underdeveloped and insufficiently used.

The school has the following strengths

- Pupils achieve well and usually reach above average standards. Achievement tends to be better in English than in mathematics.
- Leadership actions have helped pupils to improve their writing since the last inspection.
- Teaching is mostly good and some is outstanding including the teaching of early reading skills.
- Behaviour is exceptionally good and attendance is well above average.
- The pupils are delightful. They are exceptionally polite and demonstrate a high level of social awareness.
- Pupils' spiritual, moral, social and cultural development is outstanding.
- Parents love the school. They are happy with the progress their children are making and the wide range of activities their children enjoy both in and out of the classroom.

Information about this inspection

- Inspectors spent most of the morning of inspection observing teaching and learning. They observed significant parts of six different lessons.
- All pupils were out of school having swimming lessons all afternoon on the day of inspection.
- Meetings took place with the vice chair of governors and a parent governor. An inspector spoke over the telephone to the Chair of Governors.
- Inspectors met with the school advisor as a representative of the local authority.
- Inspectors talked to six parents at the school gate. Three parents responded to Ofsted's online questionnaire (Parent View).
- Inspectors talked informally with several pupils during lessons and at lunchtime.

Inspection team

Alastair Younger, Lead inspector

Additional Inspector

Sharon Bruton

Additional Inspector

Full report

Information about this school

- This is a much smaller than average primary school. Even so, numbers on roll have almost doubled since the last inspection.
- The proportion of pupils supported through school action is lower than average. The proportion of pupils supported through school action plus or a statement of special educational needs is higher than average.
- A much lower than average proportion of pupils is known to be eligible for free school meals and therefore eligible for the pupil premium. The pupil premium is additional funding for those children who are known to be eligible for free school meals, children who are looked after and children from service families. In this school this funding applies only to the first group.
- The most recent Year 6 group amounted to a single pupil.
- All pupils are White British.
- The school forms one half of a loose collaboration with a school of similar size and circumstance. It keeps its own governing body and control of its budget but it shares its headteacher. It is nearly three years since this arrangement was put in place. This coincided with the appointment of the current headteacher. Prior to this appointment, the school had an associate headteacher for two terms, followed by an acting headteacher for one term.
- Since the last section 5 inspection, the school was visited by Ofsted in November 2009 as part of a national survey into pupils' spelling and handwriting. It also underwent an interim assessment in June 2012. Both reports are accessible on the Ofsted website.

What does the school need to do to improve further?

- Improve leadership and management by;
 - involving all parties, including staff and governors, in the process of reviewing the performance of the school
 - ensuring clear protocols for responsibilities in the absence of the headteacher
 - making sure that the recommendation made at the time of the last inspection to improve outdoor learning resources is acted upon swiftly.
- Improve the governance of the school by:
 - making sure that governors know how the headteacher evaluates the performance of the school and by governors themselves contributing more to the process
 - making sure that the benefits of collaboration extend to raising standards and improving what this school provides for its pupils
 - providing more challenge to senior staff to make faster improvements.
- Improve teaching by:
 - raising expectations, especially when pupils are within reach of exceeding their targets
 - encouraging all pupils to work with as much independence as possible
 - making sure short term individual targets are set in mathematics to the same high standard as the best ones seen in English.
- An external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved.

Inspection judgements

The achievement of pupils is good

- Pupils achieve well because they are taught well, have a stimulating timetable and enjoy learning. Parents are very happy with the progress their children make in school. All pupils are given an equal opportunity to achieve well.
- Trends in progress vary widely, often attributed to the progress of a single pupil. For this reason the school pays far more attention to individual, rather than group progress. It does this thoroughly and well.
- No individuals can be seen to be making less than expected progress. More-able pupils usually reach the higher standards expected of them.
- Progress in English is slightly better than in mathematics. In English, pupils know what they need to do to meet their targets and move on faster but in mathematics, especially in Key Stage 2, they are less clear.
- The youngest pupils make good progress in learning how to read. Reading is taught well throughout the school, starting from learning how letters combine to make different sounds through to developing a clear love of books and reading in Key Stage 2.
- Boys and girls make similarly good progress and those with special educational needs or disabilities are given good, sensitive support to help them to achieve equally well; the same applies to the very few pupils known to be eligible for free school meals.
- Most of this year's intake joined the Reception group at a broadly typical level for their age; some were slightly above. This term they can be seen to be making good progress. The percentage of children exceeding national averages by the end of the Reception Year has been improving for each of the past four years.
- Progress tends to slow a little in Key Stage 1 but then picks up again in Key Stage 2. There is very wide variation in actual attainment because year groups usually amount to only one or two pupils however, attainment on leaving tends to be above average.

The quality of teaching is good

- Most teaching is good. There are occasional flashes of outstanding teaching in lessons but there are also elements in a few lessons that require improvement. Parents are very happy about the way their children are taught and how their children are learning.
- A common strength of teaching is the effort made by staff to create bright, celebratory and informative classroom displays. In this environment pupils work in harmony, often in pairs or small groups and behave exceptionally well; in this way their spiritual, moral, social and cultural development is also very strongly promoted.
- Teachers have a good understanding of what they want to teach and what they want pupils to learn. Lessons are carefully planned to make sure that all pupils can be fully involved in learning, often with the added support of knowledgeable and sympathetic support from classroom assistants. The promotion of outdoor learning for Early Years Foundation Stage children is weaker than other aspects of children's learning because the outdoor area remains underdeveloped and underused.
- Reading is taught well and pupils are encouraged to develop a love of books, which often carries over into well planned and appropriate homework activities that pupils particularly enjoy.
- Expectations of what individuals can realistically achieve during lessons and over time are not always high enough. This is noticeable on occasions when pupils are unnecessarily repeating work they have done before or when they can be seen not to be working as hard as they could.
- Teachers are more confident when setting individual targets for English than for mathematics. Nearly all of the older pupils know their English targets and how close they are to meeting them but this is not always the case with mathematics.
- Teachers take care to include pupils with special educational needs and disabilities in all

activities.

- Teaching over time is clearly good. Pupils are making good progress because they are learning well.

The behaviour and safety of pupils are good

- Pupils behave extremely well. They feel safe and well looked after. Their parents agree. Pupils are happy to talk to visitors about how well everyone in school gets on with each other and how there is no bullying, nastiness or name calling in school. This is also what inspectors saw.
- Attendance is very high. Pupils want to come to school because they have established good friendships with each other and because they like the wide range of activities provided for them each day.
- Attitudes towards learning are good but whilst some individuals are quite happy to tell visitors that some of their work is too easy, they are not so forthcoming with their teachers. In this way they contribute to the avoidance of more and harder work. Similarly, a few older pupils show little inclination to complete all of their work in the time available and to the highest standard of presentation.
- In a few lessons, opportunities are missed to let pupils direct their own learning and work with more independence. This is especially so with younger pupils.
- Older pupils can frequently be seen helping younger ones in mixed age and ability groups in classrooms and also playing harmoniously at break times.

The leadership and management requires improvement

- Leadership, management and governance require improvement because the school is not improving quickly enough.
- Leaders, managers and governors recognise that pupils are making good progress because they are being taught well and that the school is providing what parents want for their children. What is missing is the vision and ambition to go beyond this.
- Staff and governors are becoming increasingly sceptical about arrangements for collaboration with another school. They struggle to identify any specific benefits in terms of raising standards and improving teaching. Teachers are openly critical of the impact of sharing a headteacher and the extra responsibilities they carry in his absence.
- Teaching has been reliably good for many years but last year's performance targets to improve teaching settled for making sure pupils met expectations rather than exceeding them. These targets have recently been reviewed and made more challenging.
- The curriculum is very well planned. It focuses strongly upon English and mathematics. There has been good investment in computers to help pupils with their learning but the impact has not been sufficiently analysed. There is good provision for science, especially the practical aspects best suited to a rural community. Pupils particularly enjoy out-of-school activities and visits. The primary schools' sports funding is being used well to support extended swimming lessons and to provide extra sports coaching for all pupils. Outdoor learning for children in the Early Years Foundation Stage remains a weakness not sufficiently addressed since the last inspection, when it was identified as a key area for improvement.
- The impact of the strong curriculum is seen in pupils' very high attendance and exemplary behaviour. Spiritual, moral, social and cultural development is strongly promoted, as are equal opportunities. Care is taken to ensure that pupils are properly safeguarded.
- The local authority, through the school advisor, has identified ways that teaching could be improved and supports staff and governor training in the usual ways.

■ **The governance of the school:**

- Governance requires improvement. From good reports from the headteacher, governors gain a good idea of how each individual pupil in the school is getting on but they do not gain a sufficient overview of the effectiveness of the school as a whole. They are not involved in monitoring or evaluating its work and are unaware of how the headteacher has evaluated the effectiveness of the school. Governors support the performance management of the headteacher and are aware of the financial implications of the results of the performance management of teachers. Individuals have participated in local authority training, for example, new governors in child protection and safeguarding training. Governors know how much money comes into the school through the pupil premium and primary sports funding. They know how it is used but not how effectively. Governors are particularly successful in understanding the views and wishes of parents and the community. The governing body has been slow to act on its reservations about current collaborative arrangements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	119545
Local authority	Lancashire
Inspection number	429204

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	22
Appropriate authority	The governing body
Chair	Lynn Sutcliffe
Headteacher	Ian Cookson
Date of previous school inspection	12 January 2009
Telephone number	01995 603006
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