

St Stephen's Tockholes CofE Primary School

Rock Lane, Tockholes, Darwen, Lancashire, BB3 0LX

Inspection dates

4–5 December 2014

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

Summary of key findings for parents and pupils

This is a school that requires improvement.

- Pupils, including those who are disadvantaged, are not making good progress in reading, writing and mathematics during their time in the school. This is the case in both Key Stages 1 and 2.
- Teaching does not take into account the needs of all pupils closely enough so pupils are not moved on rapidly in their learning.
- Marking and feedback are done regularly but the points identified by the teachers are not used by the pupils to move their learning on.
- Governors have not robustly challenged the data they have been given, which means that, in some cases, inaccurate information about pupils' progress has been accepted.
- In the early years, children's progress during their time in Reception requires improvement. As a result of this, too many pupils start Year 1 with levels below what is typical for their age.
- Leaders in the school do not ensure that the assessment of pupils' progress and attainment is checked with sufficient care.
- In the nine months since the previous inspection, improvements to teaching have not yet lifted standards to where they should be.

The school has the following strengths

- Pupils' behaviour has improved since the previous inspection. There is now very little low-level disruption. This is due to much improved monitoring of behaviour by leaders, which is now good.
- Attendance is well above average and has continued to rise.
- Improvements in the way pupils are taught literacy skills and the improved quality of teaching have resulted in better outcomes in pupils' writing.

Information about this inspection

- The inspector observed teaching and learning. Two lessons were observed jointly with the headteacher.
- The inspector observed, and spoke with, pupils during lessons, at break times and at lunchtimes. The inspector also met formally with groups of pupils from Key Stages 1 and 2.
- Meetings were held with senior and middle leaders. A meeting also took place with the Chair of the Governing Body and a representative from the local authority.
- The inspector observed the school's work and looked at a range of documents, including pupils' work in their books, the school's arrangements for safeguarding, performance management procedures and pupils' attendance data. The inspector also looked at information about pupils' progress and attainment.
- The inspector considered the 24 responses to the online questionnaire (Parent View) and also spoke to parents as they collected their children from school.

Inspection team

Fiona McNally, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is much smaller than the average-sized primary school.
- The large majority of pupils are of White British heritage.
- None of the pupils speak English as an additional language.
- An above-average proportion of pupils are classed as disadvantaged. These pupils are supported through the pupil premium funding, which is provided for pupils who are known to be eligible for free school meals or who are looked after by the local authority.
- The proportion of pupils with disabilities or special educational needs is broadly average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

What does the school need to do to improve further?

- Improve leadership and management by ensuring that:
 - leaders record data about pupils' progress and attainment accurately in order to drive improvement, making sure all groups of pupils make at least good progress
 - governors hold leaders to account rigorously for the accuracy of performance data and the impact this is having in improving pupils' achievement, including that of disadvantaged pupils
 - parents are given clear, accurate information about their children's progress and attainment.
- Improve teaching to be consistently good throughout the school, and hence raise pupils' achievement, by:
 - ensuring that when pupils are given feedback and areas of work to correct or improve, they always respond to this, thus moving their learning on more rapidly
 - ensuring teachers take account of pupils' understanding more regularly within lessons so that learning moves on more rapidly and misconceptions are addressed early enough for pupils to correct their work promptly and accurately.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The leadership and management **require improvement**

- Leadership and management require improvement. The shortcomings in the school's work to track pupils' progress, as seen in the previous inspection in March 2014, are only now being tackled. Prior to the latter part of the autumn term, some of the school's records lacked detail. Information about pupils' progress was not being used as well as it should be to plan lessons or inform pupils and their parents about progress at school. This has caused some confusion over pupils' achievement, which has prevented leaders from correctly identifying slower progress by some pupils.
- When evaluating the impact of teaching, leaders do not focus enough on the progress of groups of pupils, particularly the most able. There are no significant gaps between the progress of different groups of pupils and, in this way, it is clear that there is equality of provision for pupils in terms of achievement. However, achievement still requires improvement.
- The school uses its small size to endeavour to include all pupils as often as possible across the range of activities on offer. For example, in the upcoming Christmas concert, all pupils have a speaking and singing part, ensuring all pupils understand the value they can bring to such events. In this way, the school fosters good relationships between all pupils. Pupils report that no one feels left out.
- Since the previous inspection, leaders have continued to improve pupils' attendance, which is now well above average. They have also improved the systems for monitoring pupils' behaviour and for rewarding good behaviour and hard work. As a result, pupils' attitudes to learning are good, and there has been a reduction in low-level disruption, which is now rarely a problem. There have also been some improvements to the quality of teaching in literacy, which means pupils' writing skills are also improving.
- The school uses the primary school sport funding effectively to provide specialist sport teaching. It enrolls the support of a local professional football team to coach pupils in various sports skills. Teachers work with the coaches to ensure they also develop their sports teaching skills.
- The curriculum engages pupils' interest and enjoyment in learning. There are opportunities across the subjects for pupils to practise and reinforce their English and mathematics skills. Pupils are offered regular opportunities to go on trips to enrich their learning. For example, pupils have visited another school in the area and have been working together on a joint project to develop their science, technology, engineering and mathematical skills. In this way, the school prepares pupils well for life in modern Britain.
- The school's work to enhance pupils' spiritual, moral, social and cultural development is good. On a weekly basis, pupils engage in musical activities, including singing and trying to play different instruments. Pupils often organise fundraising events for causes important to them. These events are initiated and run by the pupils themselves.
- In the spirit of the school's commitment to supporting the local community, the pupils have had the chance to hear from a local farmer. This has improved their understanding of the way in which their food is sourced and the importance of using locally grown and reared food to afford a more sustainable school environment. Pupils spoke very enthusiastically and knowledgeably about this experience.
- The local authority has worked closely with the school since its last inspection. It has been clear about where they school needed to make improvements and, along with the diocese, has brokered links with other schools where provision is at least good to support the school in moving forward.
- The headteacher has responded well to some areas of this support. For example, the improvements to behaviour are as a result of an effective partnership with an outstanding primary school. The local authority is aware of what the school still needs to do to improve further.
- The school leaders ensure that safeguarding procedures are in place and meet current statutory requirements.
- **The governance of the school:**
 - The new governing body is committed to improving the school and governors are able to articulate the priorities for moving the school forward. However, due to historical shortcomings in pupils' tracking data, the governors accept that they need further training in this area and that governance still requires improvement.
 - Since the previous inspection, the governing body has changed, having undergone an external review of its work. It has also planned training events to further enhance the impact of governance on the school, demonstrating the governors' understanding of which areas need to improve.
 - The governors are able to offer detail about how improvements have been made, including in pupils' behaviour, the monitoring of behaviour, the new literacy session and its impact on writing, as well as the wider opportunities the school offers pupils that enhance their spiritual, moral, social and cultural development.

- Governors are aware of budget limitations and use funding appropriately. For example, they know how the primary school sport funding is used to improve the quality of teaching and coaching in physical education in the school. They know how much the school receives in pupil premium funding for disadvantaged pupils and how this is used, but they do not yet do enough to check the impact of this on pupils' achievement.
- Governors are aware of where teaching is strong and where it is not yet good enough. They are tackling underperformance through the use of robust performance management arrangements.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good.
- Pupils' attitudes to learning in all year groups, and with different members of staff, are positive. Pupils conduct themselves well in class, thanks to well-established routines. Around the school, pupils also conduct themselves well and there are positive relationships between the pupils and adults.
- There are very few incidents of low-level disruption in class, thanks to better systems for monitoring behaviour. These systems are clearly understood by all, and any poor behaviour is challenged and stopped. There is a very calm atmosphere in the school and no time is wasted in lessons because of behaviour matters.
- Pupils of all ages interact well. This is seen in class, at playtime and during lunchtime. Pupils report that everyone knows each other and say they feel they are all friends. Younger pupils report that they appreciate the older pupils looking after them, and older pupils relish the chance to take care of younger pupils. This was seen during the inspection, when a Year 1 pupil fell and a Key Stage 2 pupil took her to wash her hands and comforted her, with an adult's permission and oversight.
- Pupils enjoy the rewards they receive, through a scheme introduced since the previous inspection. They feel it is a fair system that provides regular opportunities to receive rewards and to celebrate their achievements. They like that rewards can be awarded in all aspects of school life, including on trips.
- Pupils of all ages report that they enjoy school and that lessons are often fun. Pupils consistently show willingness to participate in lessons, especially discussions. However, at times, teachers do not take full advantage of pupils' willingness to participate and this can inhibit pupils' involvement.
- Pupils present their work very neatly and in accordance with their teachers' instructions. The expectations of teachers are high in this regard.
- Pupils, parents and staff all say that poor behaviour is rare. Inspection evidence supports this view.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils' attendance is high. It has been consistently above average and is now well above average, demonstrating the pupils' enjoyment in coming to school. There have been no exclusions of pupils since the last inspection.
- Pupils say they feel safe at school and that it is because there is always an adult around in all areas of the school. They know that adults care about them and give them good advice as to how to keep themselves safe through special events and assemblies. This extends to the playground, as well as in school, where pupils of different ages play happily and safely together.
- Pupils are aware of different types of bullying, including cyber-bullying and prejudiced-based bullying. Parents and pupils agree that bullying is extremely rare. When questioned, parents and pupils were clear about what to do to if bullying ever occurred and are confident that adults in the school would deal with any problems quickly and effectively. Parents and pupils are particularly confident in the headteacher's response to any concerns they bring to his attention. The school's own logs of bullying incidents demonstrate very low rates of bullying.
- Pupils are proud of their school. They believe their school is special for several reasons, for example because it is very closely linked with the local community, and they feel that the school is a very important part of it. This is seen in their regular involvement in the local church's activities and in the way the school uses many local businesses to support the school. Pupils wear the school uniform smartly at all times. The classrooms and other areas around the school are tidy and well organised.

The quality of teaching requires improvement

- While there are signs of recent improvement, teaching over time requires improvement because not enough pupils learn as much as they should. Teachers do not check pupils' understanding often enough and that means pupils are given work that does not always challenge them. Too many pupils stay at the same level of working for too long, particularly the most able. The lack of precision in the school's tracking of pupils' progress also means that any misunderstandings or errors are not identified quickly enough and pupils can continue to make mistakes or tackle undemanding work for longer than is necessary.
- The more recent work in pupils' writing books demonstrates greater use of more ambitious language and some attentive responses to teachers' feedback. However, the impact of these developments on pupils' progress over time, and end-of-key-stage standards, has yet to be seen.
- In their literacy session, which is the first activity in which all pupils are engaged in the morning, pupils are taught in small groups focusing closely on their particular learning needs. The teachers have been well trained for these sessions and there are good-quality resources for the pupils, which are used well. As a result, there is very recent evidence that pupils' writing is improving.
- Teachers have worked to ensure there are effective routines, which pupils understand. This means there is consistently good behaviour in lessons, and time is not wasted when pupils move from one activity or location to another. All pupils have a set place at the start of each session and for different elements of each lesson. Pupils know which adult they are to work with at various points in the day. They have a clear understanding of the high expectations of how to present and organise themselves and their work. Teachers do not always question pupils skilfully. At times, questioning is used well to draw out information from pupils and to elicit explanations. However, this is not always the case and teachers can prevent pupils from fully articulating their answers by doing this for them, despite pupils' willingness to participate in lessons. Consequently, some pupils are not given enough opportunity to deepen their learning and understanding.
- Where teaching assistants have specialist training, such as in literacy-focused sessions, they support pupils effectively and ensure that they can participate well in lessons. Where teaching assistants work to support pupils more generally, opportunities are missed to give pupils the chance to develop their understanding without over-reliance on adult involvement.
- The marking of pupils' work and the feedback offered are now consistently good and have improved well since the last inspection. However, the impact of this is not fully realised because pupils do not always respond to and learn from teachers' feedback. In turn, this is not challenged by teachers. There is 'fix-it' time planned in the timetable, where pupils are expected to respond to teachers' feedback; however, this is not always used well by teachers and their feedback can be overlooked.
- The teaching of mathematics is not yet strong enough in its impact on pupils' progress over time. Pupils are not always given the opportunity to move their learning on rapidly and, at times, can repeat the same type of work for too long, meaning they do not make good progress over time.

The achievement of pupils

requires improvement

- Given the very small numbers, standards of attainment vary considerably from year to year. However, over time, pupils have not made rapid enough progress in reading, writing and mathematics.
- In Key Stages 1 and 2, in line with other pupils, disadvantaged pupils supported by the pupil premium funding are not making good enough progress in reading, writing and mathematics.
- Many children start school with levels of knowledge and skill below those typical for their age. By the end of Key Stage 1, pupils' attainment is broadly average but too few of the most able pupils reach the higher Level 3.
- Pupils who are currently in Key Stage 2 are not yet making fast enough progress in reading, writing and mathematics. This is seen from their recent assessment data and from their work in books.
- The teaching of phonics (the letters and the sounds they make) in Key Stage 1 has not been strong historically and the proportion of pupils reaching the expected level in the Year 1 check on pupils' reading skills has been below average. However, the system for teaching pupils these skills has recently been changed and all staff have received good-quality training for this. As a result, the teaching of phonics is now more effective and is helping the youngest pupils to read more quickly. For older pupils, it is also developing their literacy skills, which has already had a positive impact on their writing, where progress has improved.
- In the school's latest published data, disadvantaged pupils in Key Stage 1 were two terms behind their peers in school in reading and two terms behind non-disadvantaged pupils nationally. In writing, disadvantaged pupils were over a year behind their peers in school and four and a half terms behind non-disadvantaged pupils nationally. In mathematics, disadvantaged pupils were over two terms behind others

in school and over two and a half terms behind non-disadvantaged pupils nationally. In the school's latest published data, there were no disadvantaged pupils in Key Stage 2.

- The most able pupils are not challenged to do as well as they could in reading, writing and mathematics because teachers do not monitor their learning needs closely enough. Consequently, they often repeat the same type and level of work unnecessarily. As a result, they are not provided with the challenge they need in order to achieve as highly as possible.
- The attainment and progress of pupils in the school who are disabled or who have special educational needs require improvement. These pupils' wider needs are well catered for, such as ensuring they are supported to behave well and understand the high expectations of adults. In addition, the parents of these pupils are involved regularly by the school. However, in the classroom, these pupils' progress in reading, writing and mathematics is often not as good as it should be.

The early years provision

requires improvement

- The school currently has no children in the early years. However, the school has capacity to accept Reception-aged children at any time.
- Over time, many children have entered Reception with levels of skill and knowledge below those typical for their age. This is seen specifically in their speech and language development as well as in reading, writing and number work.
- Leaders in Reception create opportunities for children to talk regularly, including social opportunities for children to talk about their experiences. As a result, children's speech and language develop well during their time in the early years. However, they do not make rapid enough progress in reading, writing and number. By the time they leave Reception, a lower-than-average proportion of children have reached a good level of development.
- By the end of their time in Reception, many children enter Year 1 with attainment levels below those expected for their age. However, their personal, social and emotional development is good and they clearly understand adults' high expectations of their behaviour.
- The new literacy policy, which is effective in Key Stages 1 and 2, has not been used with early years children because it only started in September, since which time there have been no children in Reception. However, for those pupils who entered the current Year 1 class with levels of literacy below those expected, the system is working well.

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	119459
Local authority	Blackburn with Darwen
Inspection number	452030

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	40
Appropriate authority	The governing body
Chair	Ruth Sloan
Headteacher	Dominic James
Date of previous school inspection	5 March 2014
Telephone number	01254 701806
Fax number	Not applicable
Email address	tockholes@blackburn.gov.uk

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