



Calder Vale St John Church of England Primary School

Inspection Report

Unique Reference Number 119518
LEA Lancashire
Inspection number 280579
Inspection dates 14 December 2005 to 14 December 2005
Reporting inspector Mr Alan Tattersall

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

Type of school	Primary	School address	Calder Vale
School category	Voluntary aided		Garstang
Age range of pupils	4 to 11		Preston, Lancashire
Gender of pupils	Mixed	Telephone number	01995 603016
Number on roll	25	Fax number	01995 603016
Appropriate authority	The governing body	Chair of governors	Mr Chris Stanley-Smith
Date of previous inspection	1 September 2000	Headteacher	Mrs Elizabeth Heritage

Age group 4 to 11	Inspection dates 14 December 2005 - 14 December 2005	Inspection number 280579
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Introduction

The inspection was carried out by an additional inspector.

Description of the school

This is a very small rural school that serves mainly an industrial hamlet. The number of school entrants each year varies and current numbers of pupils are much lower than at the time of the last inspection. There are three children in reception. Almost equal numbers of boys and girls attend. Pupils' attainment on entry is broadly average. There are no pupils from minority ethnic groups. Three pupils have learning difficulties. There are no children in public care. Pupil mobility is very low. No pupils are entitled to free school meals, which is much less than average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

The inspector agrees with the school's evaluation that this is a good school with outstanding features. Teaching is good and, as a result, children settle in well to the Foundation Stage. They make good progress and achieve well. Good progress continues throughout the school. Pupils are very happy and hard working. By the time that they leave school, their results in national tests are higher than average. Good leadership and effective management have enabled the school to make good improvements since the last inspection. It is well placed to continue to improve. The school is implementing plans to improve the quality of teaching and learning further by improving the way that teachers plan lessons. This is chiefly to inform pupils clearly of what they will learn in lessons and involve pupils more in determining how much they have learnt.

The school ensures that the standard of care, guidance, and support provided for pupils is outstanding. Pupils' behaviour and attitudes to learning are outstandingly good. Pupils appreciate the importance of healthy living and look forward to the provision of improved outdoor facilities for sport and games. Their spiritual, moral and social development is good. The school provides good value for money.

What the school should do to improve further

- Ensure that pupils know what they will learn in lessons and involve them in assessing how much they have learnt.
- Implement plans to improve the outdoor play and sports facilities for pupils.

Achievement and standards

Grade: 2

Children start school with standards in literacy, language, mathematics and personal skills that vary from year to year but are average for their age overall. They achieve standards that are expected by the end of the Foundation Stage. This effective start is built upon successfully in Years 1 and 2. Each pupil receives support matched to their needs and this helps those who have learning difficulties to achieve equally well. No group of pupils is making significantly different progress from any other. Last year, pupils in Years 2 and 6 achieved results that exceeded national expectations for English and mathematics. Year 6 pupils achieve similarly well in science. Results over time show that pupils make good progress. Current achievement in these subjects continues to be good as the result of effective teaching. Pupils' targets and the standards that they are

expected to achieve are based well on their prior learning. The demanding targets that pupils achieve reflect the school's high expectations for pupils.

Personal development and well-being

Grade: 2

This aspect is good. The school ensures that pupils enjoy school life and pupils were pleased to express how much they like coming to school. Attendance is good.

There is a strong Christian ethos for pupils' spiritual development. Pupils develop and express concern for the needs of others. They reflect on the lives of people less fortunate. Social and moral development is good. Lessons in French provide pupils with a good insight into life in another country. Occasional study days and weeks investigating life in other countries contribute well to pupils' cultural development. However, pupils do not learn enough about the diversity of religions and cultures in England today.

Pupils' behaviour and attitudes to learning are outstandingly good. This ensures that there is a positive atmosphere in lessons that sets a good tone for learning. The school has placed a strong and successful emphasis upon developing pupils' confidence. As a result, pupils are confident to express their views. They are knowledgeable about healthy living and value opportunities to participate in sport and physical exercise. They talk enthusiastically about the impending improvement to the outdoor environment that will provide better games and play areas. Their enthusiasm is enhanced because they have contributed ideas to the plans. Pupils gain good skills in literacy and numeracy. They develop economic awareness well through many opportunities to collect money or make items for sale for charity. Pupils acquire skills that form a good basis for later life.

Quality of provision

Teaching and learning

Grade: 2

Good quality teaching enables all pupils to learn effectively. A great strength of the school is that teachers know pupils well and how individuals are making progress. Teachers analyse pupils' work and test results thoroughly and identify what pupils need to do to improve. They plan interesting lessons and are supported very well by skilled teaching assistants. Together they meet the needs of the different ages of pupils in each class and ensure that all reach their challenging targets. The school sets high standards and is implementing initiatives to improve the quality of teaching and learning further. The introduction of pupil self-assessment in science lessons for instance, makes it clear to pupils what they have learnt and indicates their next target. The recent improvement to involve pupils more by informing them what they will learn by the end of a lesson is proving to be successful. This is most effective when the intentions for learning are made very clear. This enables pupils to determine if they have learnt all they should by the end of the lesson. With help, they understand what they need to learn next. It is part of school development to extend the good practice of its initiatives to more lessons to contribute to raising standards further.

Curriculum and other activities

Grade: 2

The school provides a good curriculum. It is designed effectively to ensure that all pupils receive similar experiences. The curriculum is enhanced well through every pupil studying French. Pupils receive good opportunities to participate in a wide range of out of school activities. Provision for the Foundation Stage is good and enables children to make good progress both personally and academically. This is evident in the school's success in providing distinctive, well-matched learning experiences for them, even though they share a class with pupils in Years 1 and 2. The new playground for the children is a great improvement. Children enjoy using the equipment that provides a link with their learning indoors.

Pupils throughout the school enjoy a good variety of enrichment activities in music and drama and value their visits out of school for adventure activities. Pupils participate in a good range of sports, in spite of the limited facilities on site. They follow a good programme of personal, social and health education including sex and drugs education. Basic skills of literacy, numeracy and information and communication technology are planned for well.

Care, guidance and support

Grade: 1

Care, guidance and support are outstandingly good. The care and safeguarding of pupils are central to the school's work and underpin pupils' learning and personal development. Parents greatly appreciate that staff know their children well. Thorough and effective systems are used to keep a track of each pupils' academic progress and to set challenging targets. Pupils say that most are able to go to an adult if they have a problem and that they feel safe in school. Pupils value the 'worry box' that the school provides for them to leave a message if they are reluctant to speak to an adult. Pupils report that there are occasional notes in the box and are confident that any concern is acted on. The procedures for child protection are good. The school is vigilant to ensure pupils' health and safety.

Children in the Foundation Stage often get to know staff and children before they start school through links with their nursery or toddler group. This helps children to settle in to school.

Leadership and management

Grade: 2

The leadership and management of the school are good. Progress since the last inspection is good. The use of information and communication technology has improved from being satisfactory. Pupils use computers in many lessons and are developing good skills. Parents report that pupils undertake regular homework. The school is showing that it is able to improve further. The headteacher promotes a shared sense of direction that is clearly linked to ensuring that pupils succeed. This has led to rising

standards that are above average. Through very effective self-evaluation, the school has correctly identified the areas for future improvement that will challenge pupils to achieve more. The headteacher evaluates the standards of teaching and learning well. This has led to important plans to improve the way that teachers prepare and teach lessons to ensure that pupils learn more.

Governors know the school well and are fully involved in its life and work. They play an active role in financial planning, supporting teachers and observing teaching and learning around the school. The school has made good improvements to its accommodation to create a stimulating learning environment. The whole school is behind the proposed development of new outdoor play and recreation facilities, since this will enhance pupils' learning and personal development further.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

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Calder Vale St John Church of England Primary School

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14 December 2005

Dear Pupils,

Thank you for making me welcome in your school. You were friendly and polite to me. I really enjoyed visiting your school to see the things that you do. It was good that you were able to talk to me. I know that you were very busy getting ready for your Christmas performances. I was very impressed by your performances.

I am pleased to agree with your parents that this is a good school that helps you to learn well. The school keeps getting better. These are the things that I particularly like.

Your behaviour is excellent and you work very hard in lessons.

Your rate of attendance is good.

Teachers make sure that you do well in lessons.

The school really cares about you and looks after you extremely well.

Your headteacher and governors know what to do to make your school better.

I have asked your headteacher and governors to go ahead with their plans to improve lessons. Teachers will ensure that you are always clear about what you will learn in lessons. This will help you to understand what you will learn and to judge how much progress you are making.

You told me that older pupils need more outdoor facilities for physical education and play. I agree with you. I have asked the headteacher and governors to go ahead with plans to improve the outdoor play areas. This will allow you take part in more physical activities. I hope that you will continue to give your ideas for the new playground.

Thank you for making my visit to your school so enjoyable. I hope that you will all continue to enjoy learning and helping the school to become even better.

Mr A Tattersall

Inspector