



Winmarleigh Church of England Primary School

Inspection Report

Better
education
and care

Unique Reference Number 119545
LEA Lancashire
Inspection number 280588
Inspection dates 13 June 2006 to 13 June 2006
Reporting inspector Geoffrey Yates

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

Type of school	Primary	School address	Church Lane
School category	Voluntary aided		Winmarleigh
Age range of pupils	4 to 11		Preston, Lancashire PR3 0LA
Gender of pupils	Mixed	Telephone number	01995 603006
Number on roll	14	Fax number	01995 603006
Appropriate authority	The governing body	Chair of governors	Rev Michael Roberts
Date of previous inspection	1 October 1999	Headteacher	Mrs Patricia Watson

Age group 4 to 11	Inspection dates 13 June 2006 - 13 June 2006	Inspection number 280588
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This is one of the smallest schools in the country, with less than 15 pupils currently attending. Although it caters for the needs of pupils from the ages of 4 to 11, at the time of the inspection there were no children in the Reception and Year 1 age groups. The school serves a rural area of Lancashire and no pupil is from a minority ethnic background. The percentage of pupils entitled to a free school meal is broadly average, but the percentage identified as having learning difficulties and/or disabilities is above that normally found. Overall attainment on entry is broadly average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Winmarleigh is a good school. Its many good features are underpinned by an ethos firmly based on Christian values. Pupils enjoy being here and feel safe. Their personal development is good and they are cared for well. They have positive attitudes to learning. Leadership and management are good, following a period of major disruption. The newly appointed headteacher has quickly and accurately assessed what needs to be done. The school's assessment of its current overall effectiveness is accurate. The headteacher has an enthusiasm, dedication and capability to drive the school forward. For example, she has introduced a good system for assessing pupils' progress. The next stage is to ensure that the information gathered is used effectively. With only a very small number of pupils in each age group, results from national tests need to be treated with great care. However, by the age of seven, standards are currently above average in reading, writing and mathematics. By Year 6, standards are broadly average. Progress for all groups of pupils is good because teaching is of good quality. The school has rightly recognised that pupils need to improve their speaking and listening skills. The curriculum is satisfactory. Despite the school's small size, it provides a varied programme of enrichment activities that enables pupils to extend their skills and interests. Staff and governors are firmly committed to the school. It has good capacity for improvement and provides good value for money.

What the school should do to improve further

- Provide more opportunities for pupils to use and improve their speaking and listening skills.
- Ensure that the information gathered about what pupils know, understand and can do is used effectively to enable them to improve their work.

Achievement and standards

Grade: 2

Pupils' overall achievement in Years 2 to 6 is good and current evidence demonstrates that they make good progress. The school's documented evidence from years prior to 2005 shows a wide variation in attainment on entry among the very small numbers of pupils involved. Overall, however, it is average. No assessment can be made of current standards in the Foundation Stage because there have been no children in this age group for the last two years. There are no pupils in Year 1 this year. The very small numbers of pupils in Year 2 achieve well and the school has evidence to show they will exceed national expectations in reading, writing and mathematics this year. Pupils reach at least average standards at the end of Year 6 in English, mathematics and science. However, pupils' speaking and listening skills lag behind other aspects of their work in English. The targets set for Year 6 are challenging but attainable. In 2005, there were no pupils in Year 6. There is no evidence of underachievement in the school and this shows good improvement since the previous inspection. Pupils with learning difficulties and/or disabilities achieve well in relation to the targets set for them.

Personal development and well-being

Grade: 2

Pupils' personal development is good. They are well motivated to learn and generally behave well. Occasional incidents of immature behaviour are dealt with well by the staff. Pupils get on well with each other and with the staff who set a good example for them. They gain in confidence because their efforts and achievements are acknowledged and rewarded. There is a real sense of belonging to one big family. Attendance is above the national average.

A strength in this small school is that all pupils take responsibility by undertaking tasks that contribute to the smooth running of the school. The school council includes every pupil. It has brought about improvements, such as in the playground provision. One pupil expressed the view, 'We get to say what we want.' Pupils' spiritual, moral and social development is good with particular strengths in their moral and social development. They have a good understanding of right and wrong. They learn about other faiths in religious education but too little is done to prepare them for life in our multicultural society.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Good use is made of visiting staff to ensure that pupils develop the requisite skills in music and in information and communication technology (ICT). Pupils say they enjoy lessons and parents feel that teaching is good. Planning is effective. It provides well for the mixed-age class and pupils' different abilities. Teachers explain work clearly and maintain good order. They have good subject knowledge and high expectations of what they want pupils to achieve. The teaching of writing is good but there is not enough emphasis on the teaching of spelling skills. Teachers provide good opportunities in subjects such as history and science for pupils to develop their writing skills further and ICT is used well. Capable classroom assistants make a valuable contribution to the good progress that pupils make and to the quality of their learning.

Curriculum and other activities

Grade: 3

The school provides a satisfactory curriculum which meets the needs of all its pupils. The curriculum is enriched by well-attended activities outside lessons. Despite the added pressure in one class of having pupils from four age groups, the curriculum builds on pupils' knowledge well. In a mathematics lesson, for example, the pupils' knowledge of telling the time was developed successfully as they used apparatus in the playground to good effect. However, opportunities to extend pupils' speaking and listening skills are missed. There are particular strengths in external support for the

provision of ICT and music and in the arrangements made for physical education to compensate for the school not having a hall.

A comprehensive programme of personal, social, health and citizenship education helps to ensure that pupils learn how to keep themselves healthy and safe and prepares them for future economic well-being and making effective contributions to the community. Provision for pupils with learning difficulties and/or disabilities is good. Despite some problems with the building, the school, with its vibrant displays of pupils' work, provides a very welcoming environment for learning to take place. There are plans to extend the outside play resources for children in the Foundation Stage.

Care, guidance and support

Grade: 2

The school provides good care, guidance and support for its pupils. They report that they feel safe and secure in the school and appreciate the support they receive from adults. The relationships between adults and pupils and between the pupils themselves are warm and friendly. Playtimes and dinnertimes are notable for lots of laughter and enjoyment. Child protection, and health and safety procedures are firmly established. Any problems are tackled firmly and effectively. There was no evidence of bullying during the inspection. Parents are very appreciative of the way the school cares for their children. One parent commented, 'The staff are very approachable and have our children's interests as their first priority.' Pupils with learning difficulties and/or disabilities receive good support. Whole school systems for assessing pupils' attainment and

tracking their progress are effective but the information gathered is not yet fully used.

Leadership and management

Grade: 2

The leadership and management of the school are good. The school has had a complete change of staff and four different headteachers in the last 12 months. Despite this disruption, the school has been kept on an even keel and there are clear signs that it has good capacity to improve. The present headteacher has, in a remarkably short period of time, evaluated the school's strengths and areas for development accurately. She has put in place a good assessment system but it is too early to judge how effective the system is. She recognises that the school needs to attract more pupils and has been pro-active in the community to do this. Under her leadership, staff and governors are determined to improve what the school has to offer. Positive steps have been taken to seek the views of both pupils and parents. One parent commented, 'Winmarleigh is a first rate all round school.' The governors meet all their statutory obligations but need to become more involved in the strategic management of the school. The school has improved well since the previous inspection. Standards have risen and all the key issues have been tackled.

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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	NA	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	3	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	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	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?	3	NA
How well are learners cared for, guided and supported?	2	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	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	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	3	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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To the pupils of:

Winmarleigh Church of England Primary School

Church Lane

Winmarleigh

Preston

Lancashire

PR3 0LA

15 June 2006

Dear Pupils

As you are aware I recently visited your school. I am writing to you now to thank you for the super welcome you gave me and to let you know what I found.

You will be pleased to know that I think your school provides you with a good education. One of the good things is that Mrs Watson makes sure all the grown ups teach you and look after you well. As a result, you make good progress in your work. You behave well and try hard. You know how to make healthy and safe choices and you look after each other. This is good to see.

So how are you, all the grown ups and Mrs Watson going to make your school even better? Well, I think that you should be given more opportunities to talk sensibly about your work and to listen to other pupils' ideas. Also, I would like your teachers to make sure they always make best use of all the information they have about what you know, understand and can do when planning your work.

I know you are proud to belong to Winmarleigh School and I know all of you will work together to make it even better.

My very best wishes to you all

Geoffrey Yates

Lead inspector