Thorneyholme Roman Catholic Primary School

Inspection Report

Better education and care
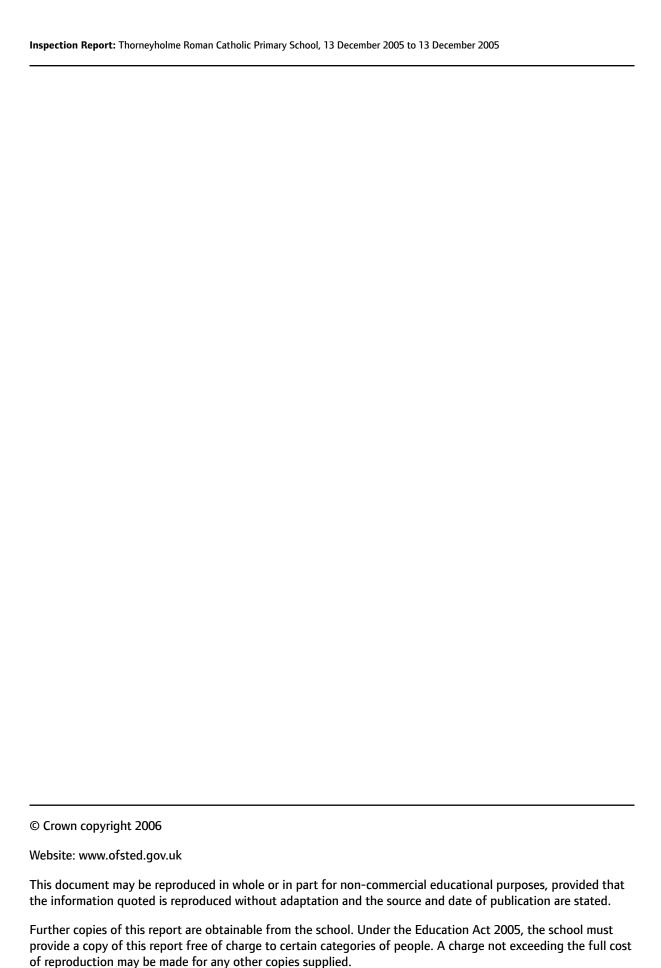
Unique Reference Number	119689
LEA	Lancashire
Inspection number	280635
Inspection dates	13 December 2005 to 13 December 2005
Reporting inspector	Mrs Helen Kavanagh

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

Type of school	Primary	**School address**	Trough Road
School category	Community		Dunsop Bridge
Age range of pupils	4 to 11		Clitheroe, Lancashire
Gender of pupils	Mixed	**Telephone number**	01200 448276
Number on roll	50	**Fax number**	01200 448276
Appropriate authority	The governing body	**Chair of governors**	Father John Chaloner
Date of previous inspection	1 October 2000	**Headteacher**	Mrs Maureen Stansfield

Age group	Inspection dates	Inspection number
4 to 11	13 December 2005 – 13 December 2005	280635

Introduction

The inspection was carried out by one additional inspector.

Description of the school

Thorneyholme is a small, rural primary school with a strong sense of community. Many pupils travel from outside the school's immediate locality and come from above average social and economic backgrounds. Few pupils are in receipt of free school meals. Attainment on entry to the school is broadly average. There are no minority ethnic pupils. The proportion of pupils identified as having learning difficulties and/or disabilities is in line with the national average. The number of pupils who leave and join the school is below the national average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Thorneyholme Primary School provides a satisfactory standard of education with some good features. Satisfactory progress has been made since the last inspection. The school gives satisfactory value for money and is a harmonious place to come to and learn. The school has the capacity to build on the improvements that have occurred since the appointment of the present headteacher. A decline in the rate that pupils progress has been reversed so that it is now satisfactory. The inspection judgements are at some variance with the school's self evaluation because recent improvements are not as securely embedded as the school judges. Pupils achieve well by the end of Year 2 and satisfactorily by the end of Year 6. Attainment is broadly above average by the time pupils leave the school. Children in the Foundation Stage make good progress. Throughout the school, pupils' personal development is good. The children are well motivated and enjoy learning. Attendance is also good. Teaching is satisfactory, with good features. The curriculum is satisfactory but there is an important weakness in the use of assessment that slows some pupils' learning. The headteacher, ably supported by the governing body, has provided good leadership and has a clear vision for further improvement, but planned changes are not always implemented rigorously. For example, the monitoring and evaluation of teaching and learning is not clearly focused and therefore not effective enough. Parents hold the school in high regard and report that they are very happy with the quality of education and care their children receive. They would welcome the opportunity to help their children learn by knowing what they have to do to improve their work.

not applicable

What the school should do to improve further

To increase further the rate of pupils' progress, the school should:

- make better use of assessment to plan work that is carefully matched to all children's individual needs
- focus the monitoring of teaching and learning on priorities identified in the school improvement plan
- ensure that planned changes are implemented consistently.

Achievement and standards

Grade: 3

From an average starting point, children in the Foundation Stage and pupils in Years 1 and 2 achieve well. Most pupils in Years 3 to 6 achieve satisfactorily, but some higher attaining pupils underachieve, particularly in English. By the end of Year 6, pupils reach standards that are broadly above average when compared with all schools. Pupils' achievement was satisfactory in 2005 having been unsatisfactory in the previous two years. Pupils with learning difficulties and/or disabilities achieve satisfactorily. Most pupils have challenging individual targets. However, some pupils do not achieve as

well as they are expected to. There are plans in place that are beginning to help pupils increase the rate of progress in lessons. This includes an improvement in the use of information about pupils' performance in order to match work more accurately to their needs. However, this is not yet securely embedded throughout the school.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good. From Reception through to Year 6, children enjoy coming to school. This is reflected in their good behaviour in lessons, assembly and playtimes, their enthusiasm for learning and good attendance. There are good relationships throughout and the school is justifiably proud of the harmonious atmosphere. One pupil said 'Everyone puts themselves out for each other'. Pupils say they feel safe and secure and know that any form of harassment, which very rarely occurs, is dealt with quickly and fairly. They have a good understanding of how to keep themselves safe and adopt healthy lifestyles. The school ensures that they take plenty of exercise, eat well and learn about the dangers of drugs. The Student Council provides pupils with good opportunities to have a say in the running of the school. Pupils know their views are valued and staff respect and try to act on what they say. Pupils develop the basic skills of literacy and numeracy to a good level. They learn to work cooperatively and collaboratively as a team. They play an active part in community events. Thus, they have a good basis from which to develop further skills for later working life.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory but the needs of all learners are not always met. There is evidence of good teaching, for example in a Year 1/2 numeracy lesson, where work was accurately matched to meet learners' needs and actively engaged the children. However, in some lessons work is not adjusted with the result that high ability children are insufficiently challenged and some pupils with learning difficulties are unable to learn as well as they could. Pupils have a good attitude to their work. They are industrious, well motivated, articulate and confident. The use of target setting and assessment to inform planning is at an early stage of development and is not used consistently throughout the school. Marking gives guidance, but this is not always followed up.

Teaching in the Foundation Stage is good. Children start in the Reception class with average attainment and make good progress. Expectations are clear. Lessons have pace and children's individual needs are met. The varied range of activities engages the children and helps them to learn well. The pupils' behaviour and the relationships are outstanding.

Curriculum and other activities

Grade: 3

The curriculum, including personal, social and health education provision, is satisfactory and meets statutory requirements. Provision for pupils with learning difficulties and disabilities is also satisfactory. The information and communication technology (ICT) curriculum is good and basic skills in literacy and numeracy well provided for. Pupils are given opportunities to work in teams and participate in community events. They are taught global awareness through, for example, charity work for Catholic Aid for Overseas Development.

Pupils benefit from and enjoy enrichment activities and clubs such as football, dance, art and poetry. Extra curricular activities are limited, because many children are taken to and from school by taxi. However, they do enjoy a variety of educational visits and the school organises a residential visit every alternate year to Whitehough.

Within the Healthy Schools programme children learn to share their concerns, look after themselves and eat healthily.

The curriculum in the Reception class meets requirements. Children have opportunities to participate in adult led activities and to initiate their own work and play. This programme is well balanced; however, opportunities for outdoor play are limited.

Care, guidance and support

Grade: 2

The school takes good care of all its pupils and treats them with respect. Child protection procedures are well established and the headteacher ensures that staff are fully aware of them. Risk assessments demonstrate a strong commitment to pupils' safety. Pupils say they feel well supported and are able to speak with a member of staff if they have any worries. Pupils with learning difficulties and/or disabilities are ably supported by staff who understand their individual needs well. Procedures for monitoring their academic achievement and personal development are good. Information is used satisfactorily to help pupils towards the next steps in their learning. Children settle quickly in Reception because of the warm welcome they receive from staff and older pupils. The school prepares pupils well for the next stage in their education.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The school has made satisfactory progress since the last inspection. Since her appointment less than two years ago, the headteacher, with good support from the governing body, has led the school well and overseen an improvement in the rate at which pupils make progress. Prior to this, the school experienced a decline in pupils' achievement. Despite the clear vision held by the headteacher and governors for the school, plans for improving the quality of education and pupils' achievement are still to come fully to fruition. For example, the

headteacher plans to ensure that information from assessment is used to match teaching more closely to learners' needs. At present, this does not happen consistently throughout the school. Similarly, the system used to track pupils' progress provides teachers with enough information to set children targets for mathematics and English but teaching is not yet addressing individual needs accurately. The monitoring of teaching and learning is too general and lessons are not evaluated systematically. Monitoring is not clearly focused on the priorities identified in the school improvement plan. The headteacher welcomes and acts upon the views of parents. Recent improvements are not yet securely embedded and the school's self evaluation over estimates their impact. These recent changes bode well for further improvements in the quality of education. The school has a satisfactory capacity to improve.

Inspection judgements

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

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	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	3	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?	3	NA
The standards[1] reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	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	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	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

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[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?	3	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	3	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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Thorneyholme Roman Catholic Primary School

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Lancashire

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14 December 2005

Dear Children

Thank you very much for making me feel so welcome when I visited your school recently. I enjoyed finding out about the work you do and a special thanks to those who talked with me about the school.

These are the things I particularly liked about the school:

it is a happy place to be

everyone works hard

you are polite and friendly, behave well and treat each other with respect

adults are very caring and helpful

staff listen well to you

you know about staying safe, keeping fit and eating the right foods to make you healthy.

To help make sure that everyone does their best I have asked Mrs Stansfield to make sure that:

the good ideas she has for you are put into place

teachers give each of you work that will help you achieve the next step in learning

your lessons include the improvements planned to help you make the best possible progress.

Yours sincerely

Helen Kavanagh

Lead inspector