

Staining Church of England Voluntary Controlled Primary School

Inspection report

Unique Reference Number	119375
Local Authority	Lancashire
Inspection number	291400
Inspection dates	22–23 March 2007
Reporting inspector	Penny Parrish

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	237
Appropriate authority	The governing body
Chair	Father Nicholas Heale
Headteacher	Ms Ann Griffiths
Date of previous school inspection	1 March 2001
School address	Staining Road Staining Blackpool Lancashire FY3 0BW
Telephone number	01253 882983
Fax number	01253 896987

Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors. An inspection of provision for religious education was carried out simultaneously and is available within a separate report.

Description of the school

Staining is an average-sized school, affiliated to the Church of England and set in a large village on the outskirts of Blackpool. Few pupils are entitled to free school meals. The school is popular in the locality and there are few empty places. The attainment of the annual intake of the children to the Reception year is broadly average for their age and the proportion with learning difficulties and/or disabilities is below average. Almost all the pupils are from White British backgrounds. No pupils are at an early stage of learning English.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school which provides a satisfactory standard of education.

Pupils' personal development is good. Most pupils are confident and self-assured and are willing to do their best in lessons. They have a clear understanding of how to achieve a healthy lifestyle, to contribute to the community, and know that it is important to consider the needs and feelings of others. Older pupils extend their personal skills further, for example, by learning to play musical instruments, taking part in a good range of clubs and a residential outdoor pursuits' stay when in Year 6. The pupils' preparation for the next stage of their education is satisfactory.

When pupils begin the Reception year, their attainment is broadly typical for their age. Because the provision is satisfactory, pupils make satisfactory progress and reach the standard expected for their age by the end of the Foundation Stage. In their personal development they may exceed the standard expected. In Key Stages 1 and 2, pupils' achievement is satisfactory and they reach average standards in Year 2 and Year 6. Although pupils make satisfactory overall progress, standards should be higher in writing in Key Stage 1 and in English in Key Stage 2. In the past, standards were above average in Year 6 but the overall results of national tests fell to average in 2005 and 2006, although they were a little above average in mathematics. Some of the more able pupils do not achieve their potential in reading and writing in Key Stage 1 and in English and science in Key Stage 2.

The quality of teaching and learning is satisfactory. Teaching is sometimes good, particularly mathematics. Relationships are good and teachers manage their pupils well, both of which boost pupils' confidence and provide a sound foundation for learning. Although most classes are quite large, pupils' good concentration enables lessons to run smoothly. However, in some lessons, teachers tend to teach the whole class for too long and provide insufficient time for pupils to work individually. Also, the same work is set for the more able pupils as for others; consequently, they do not reach their potential, especially in English and science.

The school has a wealth of information about standards and the system to monitor pupils' progress has improved although it is not yet consistently implemented in all classes.

Leadership and management are satisfactory. The headteacher has put in place sound measures designed to raise standards in English although they have not yet led to higher results in the national tests. The work of subject leaders has improved but there is room for them to take more responsibility for improving teaching and raising standards in their subjects. The governors understand the school's strengths and weaknesses and provide sound support and encouragement.

What the school should do to improve further

- Raise standards in English.
- Ensure that the work set for the more able pupils matches their abilities.
- Improve the effectiveness of the work of subject managers.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory and standards are average overall. In the past, standards were above average in Year 6 but have fallen to average over the past two years.

From the pupils' average starting points when they join Reception, they make satisfactory progress and most of them achieve the national learning goals expected for their age and exceed them in their personal, social and emotional development by the time that they are ready for Year 1. Improvements in teaching and assessment in Reception have led to a rise in standards in communication, language and literacy

The pupils make satisfactory progress in Key Stage 1 and reach average standards, as shown by the results of the Year 2 assessments, which are average in reading, writing and mathematics. However, few pupils exceed the expected standard in writing.

Pupils make satisfactory overall progress in Key Stage 2. In the past, standards were well above average but the school's overall results in the national tests of Year 6 pupils fell to average in 2005 and in 2006. The 2006 results were a little above average in mathematics and pupils made good progress in this subject. The results were average in science and pupils' progress was satisfactory. The English results, although close to average, were not high enough and fell well below the school's target for the subject. The inspection of pupils' work shows that, in particular, their writing could be better. In English and science, the more able pupils do not achieve their potential because they complete the same work as other pupils, which is often too easy for them. Pupils with learning difficulties and/or disabilities make satisfactory progress.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Pupils say that they enjoy school and this is confirmed by most parents as well as being reflected in above-average attendance. Pupils behave well, feel safe and want to learn. Pupils are confident that bullying will be dealt with swiftly and effectively. They are considerate towards the views of others and work well in partnerships or small groups. The emphasis placed on developing moral and social skills has a positive effect on pupils' understanding of right and wrong and their attitudes to others. An example of pupils' thinking about moral values was seen in a Year 4 lesson, in which the pupils discussed the rights and wrongs of Goldilocks' visit to the house of the three bears. Pupils' spiritual and cultural development is satisfactory. Those elected to the school council make a good contribution to improving the running of the school; for example, the buddy system. Pupils understand the importance of diet and physical exercise in a healthy lifestyle. The pupils' good personal development and their sound basic skills mean that their preparation for the next stage of education is satisfactory.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory and improving. There are many positive features of teaching, including good relationships and good class management, which raise pupils' confidence and provide a good foundation for learning. Teaching is sometimes good, particularly in mathematics lessons. Although most classes are quite large, pupils' good concentration enables lessons to run smoothly.

Because of the fall in Year 6 test results in English over the past two years, the school has taken steps to improve the teaching of this subject. Other improvements have also been put in place: learning objectives are now made clearer in lessons and improved assessment and target-setting

have helped pupils to understand their progress. The marking of pupils' work has improved and they now understand more clearly how to improve.

Some aspects of teaching could be improved. On occasions, some teachers spend too long teaching the whole class and not enough time is then allowed for individual work. The teaching of writing is not always good enough to enable pupils to make the progress they should. The work set for the more able pupils is sometimes too easy for them.

Curriculum and other activities

Grade: 3

The school provides a satisfactory but improving curriculum that meets the needs of all pupils. For example, the new timetable provides pupils with more opportunities to develop their creative skills. The basic skills of literacy, numeracy and information and communication technology (ICT) are given satisfactory emphasis. The curriculum for the Reception pupils is appropriate and has benefited from recent review and improvement. A good programme of personal, social, health and citizenship education supports pupils' understanding of how to live safely and healthily.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory with some good features. The majority of parents recognise that their children are cared for well. They recognise especially the care taken to settle children into the Reception class. Safeguarding procedures are in place. Vulnerable children, including those with learning difficulties and/or disabilities, are identified promptly and appropriately supported. The limited availability of teaching assistants, especially in the larger classes for older pupils, means that opportunities for routine support and guidance are no more than satisfactory, despite the obvious commitment of the staff concerned. An improved assessment system is helping pupils to understand their successes and the next steps in their learning, but the monitoring of their progress is not yet consistently effective throughout the school.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The school has coped well with the many changes during the last two years. The headteacher is providing the impetus for improvement and provision has developed in some important respects. For example, better teaching is leading to better progress in Reception and in ICT throughout the school. The teachers are keen to move the school forward and have good ability to work as a team. However, most of the subject leaders are not taking sufficient responsibility to improve teaching and to raise standards in their subjects and are not checking to see that teaching and progress are good enough throughout the school. The school's own evaluation of its effectiveness is satisfactory and, given the recent developments already in place, the school has a satisfactory capacity for further improvement.

Governance is satisfactory. The governors support staff and pupils in their work and take a keen interest in the school's performance. Effective partnership with the headteacher enables

them to be involved in the evaluation and management of the school's work. The school provides satisfactory value for money.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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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?	3
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Staining Church of England Voluntary Controlled Primary School

Staining Road

Staining

Blackpool

Lancashire

FY3 0BW

26 March 2007

Dear Children

Thank you for welcoming us and for being so polite and friendly when you helped us to find out about all you do in your school. Mrs Havard and I enjoyed our visit and I want to share with you what we thought about your school.

We are pleased that you enjoy school, behave well and all get on well together. We are glad that you enjoy your lessons, feel safe and well cared for at the school, and that you have good opportunities to take part in activities that keep you healthy. Strengths in lessons are your good attitudes to learning and the fact that you all get on well with your teachers.

After looking at your past work and teachers' records, and observing lessons, we thought that your learning is generally satisfactory and sometimes good, especially in mathematics. Especially in English, we think that you could make more rapid progress, and that some of you should have harder work and reach higher standards. I know that you will be willing to work hard to meet your targets and to improve your work.

Thank you once again for your help.

Yours sincerely

Mrs Penny Parrish

Lead inspector