

Goosnargh Whitechapel Primary School

Inspection report

Unique Reference Number	119154
Local Authority	Lancashire
Inspection number	301744
Inspection date	14 June 2007
Reporting inspector	Delia Hiscock

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	70
School	
Appropriate authority	The governing body
Chair	Mr Paul Stirrup
Headteacher	Mrs Louise Jones
Date of previous school inspection	1 September 2003
School address	Church Lane Whitechapel Longridge Preston Lancashire PR3 2EP
Telephone number	01995 640364
Fax number	01995 640364

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This much smaller than average primary school, serves a rural community. None of the pupils has a free school meal. The proportion of pupils with learning difficulties and/or disabilities is below average. A tiny proportion of pupils are of minority ethnic heritage. Numbers have increased in the last two years.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school that meets the needs of its pupils well, and is much favoured by parents. Pupils say they love coming to school and really enjoy the rich variety of activities that surround day-to-day studies. This is why attendance is very high and why they achieve well. One comment sums up that of many parents: 'School is a happy, well run place... we feel very much involved. It is the centre of the local community and is thought of very highly!'

The reason for this view is that, as the school intends, there is a close-knit family climate and good quality of care supporting the well-being, confidence and happiness of each child. Pupils recognise the lengths that adults go to keep them safe in work and play. One pupil commented, 'There's never been any bullying here. There's been absolutely no times when it's continuous, like bullying is.' It is this clear understanding and explanation of how to be safe, as well as how to keep healthy and fit, that the school promotes particularly well through its good quality curriculum. This features some outstanding enrichment and additional activities that extend and deepen pupils' understanding of the world of work, of their own cultures and that of others. The focus on the arts, sports and life skills such as tennis coaching and information and communication technology (ICT) all add to enjoyment and also encourage talent. This is why pupils' personal development and well-being are outstanding and is the reason why the qualities the pupils develop as individuals stand out.

In the Foundation Stage, provision is good. The needs of Reception children and Key Stage 1 are particularly well managed. Children attain or exceed expected standards at the end of their Reception Year and most pupils attain above average standards at the end of Key Stage 1. This is maintained at the end of Key Stage 2, although progress fluctuates in Years 3 to 6. This is because the school's rich bank of assessment information is not always used effectively enough to ensure that all pupils make consistently good progress. The quality of teaching and learning is good overall and some specialist teaching also adds to pupils' enjoyment and interest. Teamwork and relationships are excellent but, in some instances, for older pupils, the work set does not always move them on quickly enough. This is partly because teachers are developing their role to support the school's monitoring and evaluation. That said, the wide breadth of skills in reading, ICT, art, sports and instrumental music prepare pupils well for the future world of work, develop talents and foster interests.

The quality of care, guidance and support is good overall but pupils do not have consistently helpful guidance to help them understand how to improve their work. Though some of them can explain what they need to learn next, this is not always specific enough. Good links with external agencies are used to provide specialist guidance or further support where needed and links with other small schools are particularly beneficial. Leadership and management are good. The caring leadership of the headteacher, well supported by the highly effective partnership of staff, knowledgeable governors and much community involvement delivers the school's aims. Together they have maintained many of the school's strengths since the previous inspection. However, the school's view of itself is sometimes too generous and, in some instances, not as clear as it should be. There is, however, a good capacity to improve the school because the direction, dedication and leadership skills forge a strong network to move forward. The school provides good value for money.

What the school should do to improve further

- Use assessment information effectively to track pupils' progress from entry to the end of Year 6 and to help improve the pace of progress in Key Stage 2.
- Ensure that all pupils know how to improve their work.
- Develop self-evaluation to provide a penetrating view of the school's performance.

Achievement and standards

Grade: 2

Achievement is good. The number of pupils in most year groups is too small for standards to be measured reliably against those attained nationally. Overall, pupils are equipped with good skills including pupils of all heritages and those with learning difficulties and/or disabilities.

Children start their Reception year with broadly average stages of development and, in some years, their communication skills and mathematical development are above average. They make good progress to attain and sometimes exceed expected standards at the start of Year 1. This good progress continues throughout Key Stage 1 so attainment at the end of Year 2 is above average. Although good overall, the pace of pupils' progress fluctuates in Key Stage 2. The school's assessment information shows that more of them could sustain a good pace of learning throughout the Key Stage if this information was used to set more challenging work for some pupils. However, the breadth of skills, pupils' enjoyment and the use of ICT make a good contribution to progress because pupils engage in many exciting studies.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being are outstanding. Attendance is exceptionally high. This is because pupils really like their school and the wealth of activities that they engage in. Their behaviour is exemplary and they take on responsibilities eagerly. They talk with sensitivity of those they know who are needy, and they are very mature in the respect they show towards everyone. They are particularly knowledgeable about the healthy diet they adopt, why it is important to keep fit, and about the importance of keeping safe. Lots of involvement in decision-making, enterprise work and links with local businesses helps them to understand democratic ideas and the world of work. The school council brings ideas to fruition well, often by raising money themselves and by checking out what other school councils and Eco groups do. Pupils' appreciation of their own and other cultures is exceptional because of the many traditional activities with the local community, and links with other heritages and faith families. This is why their spiritual, moral, social and cultural development is outstanding. The basic skills the pupils gain for the future equip them well for the world of work and the breadth of their knowledge and understanding of economic and environmental factors add hugely to the mature qualities they develop.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. Effective features include excellent relationships, good wide-ranging use of ICT to make learning interesting and lively, skilled questioning by teachers and lots of discussion with classmates. These features make pupils think and help

them to develop good skills to learn for themselves. Most pupils are challenged, motivated and self-driven as learners. However, for some pupils in Key Stage 2, the pace of learning sometimes slows because assessment information is not used to set work that moves them on quickly enough. For the most part, older pupils know what they need to learn next but marking is inconsistent in developing pupils' skills to appraise their own work.

Curriculum and other activities

Grade: 2

The curriculum is good. Outstanding enrichment activities include lots of fascinating visits, visitors to school, and artistic and sporting experiences that make learning multi-faceted. This deepens learning and helps pupils develop new skills. The extensive range of extra-curricular activities is very much enjoyed and supported by pupils. All of this broadens pupils' interests, provides coaching and builds on the good range of other activities that meet the needs of most pupils well. Pupils' personal and social skills are very well promoted. The importance of staying safe and healthy is particularly effective. Provision in the Foundation Stage is good and forges confidence that continues throughout their education, because of the mainly good planning for the different age groups in classes. In addition, good links between subjects and interesting themed days help to make learning purposeful.

Care, guidance and support

Grade: 2

Care, guidance and support are good. The pupils are supported very well and this fosters their self-esteem, confidence, happiness and progress. There is good provision for pupils with learning difficulties and/or disabilities who need additional attention, because checks on their progress are used to provide tailored learning support. However, the school's rich bank of assessment information is used insufficiently to ensure that a consistently good pace of progress is maintained throughout Key Stage 2. Academic guidance is satisfactory. It features goals for pupils to attain but gives them insufficient information about how to improve their work. The requirements for care, safety and child protection are in place, including those for risk assessment.

Leadership and management

Grade: 2

Leadership and management are good. The skilled leadership of the headteacher is well supported by close teamwork, good links with parents, the local community and network of similar small schools. Pupils' personal development and a breadth of skills to equip pupils for the future are at the centre of their endeavours. With good professional development, this enables the school to sustain standards and develop effective learners overall; some of whom know how to work independently to improve their studies. Governance is satisfactory. There is good investment in ICT and staffing, improvements in the outdoor facilities and accommodation, and some astute action to sustain the future of the school by governors. However, the school's evaluation is sometimes too generous because it lacks the sharpness that comes from penetrating monitoring and analysis.

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Annex A

Inspection judgements

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

Achievement and standards

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

Personal development and well-being

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

The quality of provision

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

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?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
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	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
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

16 June 2007

Dear Pupils

Inspection of Goosnargh Whitechapel Primary School, Longridge, Preston, PR3 2EP

I really enjoyed my visit to your school. Thank you for being so helpful during my conversations with you. I found that your school is good. Everyone really listens to what you have to say and helps you to think of ways to make things better too. That's a good way to make things happen!

Your school takes very good care of you all. Everyone works hard to help you to do well in your studies. I was impressed by the way that you know such a lot about how to keep healthy and fit.

I can see that you like all the activities the school organises for you. This is a super way for you to check out new skills and interests, and improve your tennis, musical and even gardening skills. All these and the work you do in lessons will help you when you go to the high school and when you start in the world of work in the future. To help you to learn even better, I have asked the school to:

- make sure that all of you in Years 3 to 6 learn a bit faster
- show you how to improve your work for yourselves
- make sure that the school knows exactly how well it is doing so that it can plan to make things even better.

I think that you have done really well with your fund-raising activities for playground equipment and for your current eco projects. Well done for your success in those exciting competitions!

Yours sincerely

Mrs Delia Hiscock

Lead inspector