

# Aughton St Michael's Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	119388
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	327015
<b>Inspection date</b>	12 December 2008
<b>Reporting inspector</b>	Joe Clark

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	194
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Cllr Vanda Naylor
<b>Headteacher</b>	Canon Geoffrey Almond
<b>Date of previous school inspection</b>	1 October 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Delph Park Avenue Aughton Ormskirk Lancashire L39 5DG

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<b>Age group</b>	4–11
<b>Inspection date</b>	12 December 2008
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## Introduction

The inspection was carried out by two Additional Inspectors who evaluated the overall effectiveness of the school and investigated the following issues:

- whether more able pupils are achieving their full potential
- the pupils' achievement in science
- the achievement of girls.

Other aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate. Evidence was gathered from discussions with senior leaders, teachers and other adults, pupils and governors. Parents' views as reflected in the Ofsted questionnaire were considered. Lessons were sampled and documentation scrutinised.

## Description of the school

This one-form entry school is slightly smaller than most primary schools. It draws its pupils from an increasingly wide geographical area. The proportion of pupils with learning difficulties and/or disabilities is well below average. The vast majority of pupils are from White British backgrounds and all have English as their first language. The proportion of pupils eligible for free school meals is well below average. Pupils come mainly from backgrounds of high social and economic advantage. There is extended service provision before and after school. The Early Years Foundation Stage (EYFS) comprises one Reception class.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

St Michael's is an outstanding school in which pupils consistently achieve exceptionally high standards and make excellent progress. The vast majority of parents have great confidence in the school. Typical comments included: 'We have seen our daughter flourish socially and academically', 'Staff are very friendly and deal with any concerns immediately' and 'You get a feeling of warmth when you meet staff and children that your child's welfare matters to them'. This confidence is not misplaced.

Pupils enter the Early Years Foundation Stage (EYFS) with skills above those typical for their age. They leave at the end of Year 6 with exceptionally high standards, especially in English and mathematics. In the 2007 national tests at the end of Year 6, standards were well above average. The achievement of pupils who had been in the school since Year 3 was outstanding. At the end of Year 2, standards were well above average. In 2008, provisional assessment data indicates that standards in both key stages improved further. At the end of Key Stage 2, almost three quarters of pupils achieved the highest level possible in English. Although standards in science are well above average, in some years they have not been as high as they could be. Pupils are currently making outstanding progress and on track to achieve standards that are well above average. Pupils with learning difficulties and/or disabilities are making excellent progress against the targets set out in their individual education plans.

Pupils achieve and learn so well because of the excellent teaching they receive and the outstanding attitudes they bring to their work. Lessons are characterised by excellent relationships and clear expectations. There is a high degree of challenge in the tasks teachers set, particularly for more able pupils. In the lessons observed, pupils were enthusiastic about the academic content of the work but also appreciated how the planning and delivery of the lesson promoted their personal development. For example, a lesson on autobiographical writing turned into a meaningful discussion of the plight of the homeless. Occasionally reading resources do not discriminate sufficiently for the needs of individual pupils, particularly those with learning difficulties and/or disabilities, who sometimes find the vocabulary hard to read and comprehend. Teaching assistants offer good support.

The outstanding curriculum provides good links between subjects which are often brought to life through excellent enrichment opportunities. For example, visits to historical sites illuminate aspects of history, environment centres illustrate aspects of geography and art galleries provide inspiration in art. Theatre visits to Liverpool and Preston enhance and inspire pupils in dance and drama. Themed weeks develop foreign language skills. After school and lunchtime clubs are extensive and provide excellent curriculum support, not only in physical education but also in music and chess in which the school has gained national success and competed in an international friendly event. There is good provision for personal and social education and citizenship through, for example, visits to the local magistrates' court where pupils take on various court roles.

Teaching is able to flourish because pupils want to learn. The school ethos encourages pupils to become not only high achievers, but develop into caring and responsible young people who are sensitive and mindful of others less fortunate than themselves. Consequently, pupils' personal development, particularly their spiritual, moral, social and cultural development, is outstanding. They enjoy coming to school, and their attendance is above average. They make a good contribution to the school and local community, particularly the local church community,

and through their willingness to take on responsibility as school councillors or monitors in many areas. They show an excellent understanding of healthy eating and the need for regular exercise. Participation in the annual residential visit to an activity centre is eagerly awaited and pupils have participated in local Wake Up and Shake Up activities. There is good collaboration with Ormskirk sports clubs in cricket, rugby and crown green bowling. Preparation for the next stage of their education is excellent as they leave school with very high standards in English and mathematics, and excellent social skills. Pupils' behaviour is exemplary both in lessons and around the school. Exclusions are unknown. Pupils say there is no bullying, and that they feel safe in school. This is not surprising given the exceptionally high quality of pastoral care they receive. Academic guidance is good. Safeguarding procedures fully comply with recent legislation.

The school has a wealth of data on pupils' attainment against which they endeavour to track pupils' progress. This data is not marshalled into a coherent, consistent and easily understood tracking system. Nevertheless, the school regularly meets, and often exceeds, its statutory targets at the end of Key Stage 2. The extended provision, both before and after school is very well managed. Links with other institutions, such as local universities, are excellent. Community cohesion is good. The school is very outward looking and has developed good links with representatives from other cultures and backgrounds, through, for example, the adoption of a six-year-old boy in Africa, Operation Christmas Child and the charity Farm Africa.

Exceptional leadership and management underpin all aspects of the school's work. Led by an inspirational headteacher, the staff and governors share a common vision based on providing an all-round education of the highest quality. Senior and middle leaders offer excellent support in ensuring that standards do not slip. Governors play their part very effectively and offer valuable support. The issues from the previous inspection have been successfully tackled and self-evaluation accurately identifies the priorities for further improvement. The capacity for further improvement is excellent.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 1**

The quality of the provision in the EYFS is outstanding. Although children's skills on entry vary somewhat, they are generally above those typical for their age. By the end of Reception, children's achievement is excellent and their standards are well above average. Learning and development are led and managed extremely well by the Reception teacher who has boundless enthusiasm and energy. The children's safety and welfare is maintained at all times. Teaching is adapted very well to the demands of the more able children and as a result, by the end of the year, the majority of children comfortably exceed expectations for their age, especially in communication, language and literacy and mathematics. Children's personal development is excellent because arrangements for their welfare are so strong. Provision is equally impressive because the learning environment is vibrant and well ordered. Activities are closely matched to the requirements for each area of learning, which are carefully planned to take place both indoors and outdoors. Activities are well balanced between teacher-led class sessions, focused adult-led group tasks and purposeful opportunities for children to work on their own. During Christmas activities, for example, the teacher encouraged children's personal development, helping to stretch children's imagination and inquisitive nature. Very well taught sessions on letters and sounds ensure the early stages of reading are grasped thoroughly. Children's learning is assessed in great detail and their excellent progress is tracked in ways that make sure that their next steps are planned effectively. Parents are justifiably delighted with the way their children learn and with the links between home and school.

### **What the school should do to improve further**

- Develop a more coherent and effective system for tracking pupils' progress.

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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?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	1

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

### Achievement and standards

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

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<sup>1</sup>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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
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	1

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

## Annex B

### Text from letter to pupils explaining the findings of the inspection

15 December 2008

Dear Pupils

Inspection of Aughton St Michael's Church of England Primary School, Lancashire, L39 5DG

Thank you so much for the very warm welcome you gave us when we inspected your school recently. We really appreciated the help you gave us and the interesting and exciting things you told us about your school. You yourselves are a credit to your parents or carers because you are such friendly, polite and caring children; you raise incredible amounts of money for charity, a fitting tribute to the school's Christian beliefs and values.

These are some of our other main findings.

- Your school is outstanding and gives you all a great start to life.
- Your behaviour is exceptionally good and your attitudes to learning are superb.
- You told me there was no bullying and how everyone gets on so well together.
- You enjoy coming to school where your attendance is better than in most other schools - keep it up!
- The teaching you receive is excellent and your progress outstanding.
- You reach amazing standards by the end of Year 6 and are very well prepared for whatever high school you choose to go on to.
- The leadership and management of your school are excellent and ensure you are incredibly well cared for.

There is only one thing we have asked the school to do and that is to use a more effective system for tracking your progress as you move up through the school.

Thank you once again for all your help and good luck for the future.

Yours sincerely

Joe Clark

Lead inspector