

Winmarleigh Church of England Primary School

Inspection report

Unique Reference Number	119545
Local Authority	Lancashire
Inspection number	327065
Inspection date	12 January 2009
Reporting inspector	Ann Wallis

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.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	13
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
Appropriate authority	The governing body
Chair	Rev Michael Roberts
Headteacher	Mrs Patricia Watson
Date of previous school inspection	1 June 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Church Lane Winmarleigh Preston Lancashire PR3 0LA

Age group	4–11
Inspection date	12 January 2009
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is one of the smallest schools in the country, with 13 pupils currently attending. It serves a rural area of Lancashire. The school makes provision for one child in the Early Years Foundation Stage (EYFS) in its mixed Reception and Key Stage 1 class. Key Stage 2 pupils are taught in one mixed age class. 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.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Winmarleigh Primary is a good school with several outstanding features. Parents and pupils are equally enthusiastic about the good quality of education the school provides. Parents' comments included, 'Winmarleigh is such a lovely school', 'The staff are always giving 100%' and 'I have a close working partnership with the teachers'. This is a truly inclusive school, based on strong Christian values, which is well led and managed. The views of all pupils are respected and valued; staff and parents work as a successful team to ensure all achieve well. Extensive links with partner schools, the church and the local community support pupils' learning very well and the school's excellent contribution to community cohesion.

Overall pupils reach average standards, although these do vary widely from year to year as there are often only one or two pupils in each year group. From their differing starting points, all pupils' achievement is good because they are taught well. Teachers tailor work carefully to the needs of individuals and make lessons interesting so pupils work hard and enjoy learning. Since the last inspection, the school has been successful in developing pupils' speaking and listening skills and now rightly recognises that improving writing is the current priority.

Pupils' personal development and the care, guidance and support they receive are outstanding. All staff know their pupils very well and their health, safety and welfare are at the heart of the school's work. All systems and procedures to safeguard the pupils' well-being are in place. Pupils have excellent relationships with their teachers and show real respect and care for each other. Pupils say how much they enjoy coming to school and this is reflected in their very good attendance, their impeccable behaviour and their enthusiasm for their work. All pupils receive excellent academic guidance; their progress is tracked carefully and they successfully work towards the very personal and challenging targets set for them. Pupils with learning difficulties and/or disabilities are very well supported in their work and hence achieve well.

The curriculum is incredibly rich and varied. Extensive links with other schools and organisations, numerous trips and visits, lots of interesting visitors to the school and participation in many competitions all ensure that the pupils gain a vast range of educational experiences. The good development of pupils' basic skills of literacy, numeracy and information and communication technology (ICT) ensure they are well equipped for future study and employment.

Effectiveness of the Early Years Foundation Stage

Grade: 2

A very small number of children enter the school each year and, as a result, their attainment on entry and the standards they reach at the end of the EYFS vary considerably. However, children often join the school with skills and abilities below those expected for their age. The children get off to a good start in the Reception year and make good progress. From their varied starting points, children achieve well and although standards reached are often below national averages, some pupils reach average standards, particularly in communication, language and literacy. Work is well planned and teaching is good. However, work in mathematics is not as well matched to children's needs as in other learning areas. The personal development and the welfare of the children are excellent. Very good induction arrangements allow children to settle and follow school routines. The children quickly gain in confidence, use their initiative and show curiosity and interest in all that they do. For example, there are occasions when Reception children speak confidently to the whole school during school council elections. Staff

accurately assess and monitor children's learning and welfare needs, and ensure they learn and play safely. Links with parents are outstanding and staff provide very regular feedback to parents about their children's progress. Although the school grounds are generally used well to support learning; however, the outdoor play and learning areas for the younger children are underdeveloped. The leadership and management of the EYFS are good.

What the school should do to improve further

- Improve standards in writing across the school.
- Develop further the outdoor learning resources for children in the EYFS.

Achievement and standards

Grade: 2

Standards are broadly average overall and pupils' achievement is good. Pupils' attainment on entry to Key Stage 1 varies markedly from year to year but is often below average, although some reach average standards. As test and examination results in 2007 indicated, all pupils make good progress as they move through the school and achieve well to reach broadly average standards when they leave. However, test and examination results for pupils at age 7 and 11 tend to fluctuate widely. This is because they are often dependent on the attainment of only one, as was the case in 2008, or two individuals in each year group. Current pupils, including those with learning difficulties and/or disabilities, were seen to be achieving well and the school's tracking data indicate they are making good progress towards their targets.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being are outstanding. Pupils say they like their teachers and really enjoy lessons and all the extra activities provided for them. Social, moral, spiritual and cultural development is outstanding. Christian principles underpin the whole of school life. This small school has extensive local, national and international links which ensure children are well aware of cultural issues and also contribute very well to cohesion within the community. Behaviour is exemplary and pupils are very accepting and understanding of the difficulties and/or disabilities of others. Pupils have an excellent understanding of how to stay safe and healthy. They take their responsibilities very seriously. All pupils are members of the very active school council and are fully involved in a wide range of projects as varied as fund raising, improving the school pond and recycling.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good and enable all pupils to achieve well. Although classes contain pupils of different ages, teachers match work carefully to their individual needs. Pupils are encouraged to learn independently and cooperate well together when working in pairs and groups. Teachers' explanations are clear and they use perceptive questions to extend pupils' skills and understanding. Teachers use varied and exciting resources and make good use of ICT to engage the interest of their pupils; this adds to their enjoyment of learning. In the few instances where pupils find activities less challenging their pace of learning, although still satisfactory, slows down. Pupils are given good opportunities to develop their speaking and

listening skills but improving writing is a priority. Pupils are encouraged to assess their own work and so have a clear understanding of how well they are doing. Work is marked thoroughly and pupils are given good individual feedback on how to improve further in order to reach their targets. Pupils with learning difficulties and/or disabilities make good progress in lessons because they receive knowledgeable and timely individual help from teachers and teaching assistants.

Curriculum and other activities

Grade: 1

The curriculum is outstanding and provides a very rich experience for all pupils.

Basic skills are developed well, particularly those involving ICT. Pupils are encouraged to use these skills when studying a range of very creative and interesting topics including cooking and gardening. Pupils have access to a huge range of experiences through numerous educational visits and through close links with other schools and organisations. The school's excellent achievements in promoting, for example, healthy lifestyles and care for the environment, have been recognised by several national awards. Pupils are encouraged to be independent and relish the numerous opportunities this very varied curriculum gives them to take responsibility and contribute to their school, the church and the local community.

Care, guidance and support

Grade: 1

The school shows exemplary care, guidance and support for all its pupils. Pupils find their teachers kind, helpful and fair, and feel they are looked after superbly. There are excellent procedures in place to ensure pupils' safety. The school has very close links with parents and with a wide range of external agencies to ensure that pupils and their families are supported well. There are very good arrangements to ensure children settle into the school quickly and that pupils from this very small school transfer smoothly to secondary school. Individual academic and personal targets ensure that pupils fully understand what they need to do to make progress in both their work and personal development.

Leadership and management

Grade: 2

Leadership and management are good. The leadership of the headteacher is outstanding and she is very well supported by all staff who work together as a seamless team. Teaching and learning are monitored carefully. Consequently the headteacher has a very accurate picture of the strengths and weaknesses of the school and a clear vision of how the school can improve further. Appropriate areas for development have been identified, such as the need to further raise standards in writing and develop the provision for outdoor learning for the younger pupils. Excellent partnerships with other schools, external agencies and the community have greatly enriched the curriculum, supported pupils' outstanding personal development and contributed well to community cohesion. Resources are well managed and the school provides good value for money. Governance is good. Governors know the school well and are increasingly involved in monitoring its work. The school has successfully addressed issues for improvement identified at the last inspection. Pupils' speaking and listening skills have improved, for example. Good

use is made of assessment data to track pupils' progress and intervene in their learning if they are in danger of underachieving. The school is well placed to improve further.

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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
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	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
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?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

¹Grade 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

How good are the overall personal development and well-being of the learners?	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	1
The behaviour of learners	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 learners' needs?	2
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

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 leaders and managers use challenging targets to raise standards	2
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?	1
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	2
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

13 January 2009

Dear Pupils

Inspection of Winmarleigh Church of England Primary School, Lancashire, PR3 0LA

Thank you so much for the warm and friendly welcome you gave to me and my fellow inspector when we visited your school recently. We are really grateful for the way in which you took time to speak with us and tell us about the things you enjoy doing at school. We particularly enjoyed listening to your speeches at the school council elections. Please also thank your parents for returning our questionnaires and letting us know their views about your school.

These are some of the things we have included in our report about your school.

- You work hard and make good progress.
- Your behaviour is excellent and the way in which you care for each other is outstanding.
- Lessons are interesting and you are taught well.
- Your school gives you outstanding care, guidance and support and your personal development is excellent.
- Your school is well led and managed overall, and the leadership of your headteacher is outstanding.
- The curriculum you study is outstanding.

What we have asked your school to do now.

- Improve standards in writing across the school.
- Develop further the outdoor learning areas for the younger children.

You can help your school to improve even further by continuing your very good record of attendance and working with your teachers to achieve the very best you can.

Best wishes for the future.

Mrs A Wallis

Lead inspector