

Samlesbury Church of England School

Potter Lane, Samlesbury, Preston, Lancashire, PR5 0UE

Inspection dates 23–24 January 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress in reading, writing and mathematics and achieve well. By the time they leave they are confident learners ready to start their next stage in education.
- Pupils greatly enjoy reading and talk enthusiastically about books they like to read. This has contributed well to pupils regularly attaining above average in English at the end of Year 6.
- Pupils are proud of their school; they feel safe and cared for by adults and their friends.
- Teaching is good. Teachers question pupils well to check that they have understood their work as well as to extend their learning even further.
- Pupils' behaviour is exemplary and this helps their learning. They are aware of how to work and play safely together and this contributes successfully to the school being extremely friendly, happy and caring.
- The curriculum provides pupils with opportunities to play in the school brass band, work with professional artists or enjoy a wide range of sporting activities. This extends their learning, promoting spiritual, moral, social and cultural development well.
- The headteacher, all staff and governors work well together as a team and are determined to keep improving the school. Staff are very committed and are proud to work at the school.

It is not yet an outstanding school because

- The outdoor area for the Early Years Foundation Stage does not provide as many opportunities for children to learn as there are indoors.
- The teaching of letters and sounds is not carried out consistently enough by all staff.
- Teachers' marking of pupils' work does not always show pupils what they have to do to improve their work, nor do pupils have individual targets so that they know what they have to do to reach even higher levels.
- Pupils do not get enough opportunities to use mathematics and solve problems when working in different subjects.

Information about this inspection

- The inspector observed three teachers and one teaching assistant and visited nine lessons, which included a joint lesson observation with the headteacher.
- Discussions were held with the headteacher, members of the leadership team, English and mathematics subject leaders, the special educational needs coordinators, pupils, members of the governing body and a representative of the local authority.
- The inspector observed pupils' work and listened to pupils read.
- A range of the school's documentation was examined, including the school's analysis of how well it is doing, documents relating to monitoring and evaluation, systems for tracking pupils' progress, documents regarding safeguarding and key policies.
- The inspector took account of responses of the school's most recent questionnaire for parents and 15 responses from the on-line questionnaire (Parent View). Ten questionnaires completed by staff were analysed.

Inspection team

Sue Sharkey, Lead inspector

Additional Inspector

Full report

Information about this school

- Samlesbury Church of England School is smaller than the average sized primary school.
- All pupils attending the school are from White British heritage.
- A few children are currently supported at school action and school action plus.
- Very few pupils are known to be eligible for the pupil premium.
- The Early Years Foundation Stage and Year 1 teacher joined the school in January 2012.
- The school meets the government floor standards, which set the minimum expectations for attainment and progress in English and mathematics.
- Pupils are taught in three mixed-age classes in the morning: Reception with Year 1, Year 2 with Year 3, and Years 4, 5 and 6 together. Each afternoon pupils are taught in two classes: Reception is with Years 1 and 2, and Years 3, 4, 5 and 6 are together. The number in each year group can be less than eight.
- The school has Healthy School status and holds the award for Investors in People.

What does the school need to do to improve further?

- Develop the Early Years outdoor area so that children are able to use it regularly to explore their own learning and enjoy play.
- Raise the quality of teaching from good to outstanding in order to speed up pupils' achievement by:
 - ensuring that pupils quicken their progress in mathematics by developing their skills more practically through 'real-life' problems in subjects other than mathematics
 - continuing to develop the new system for teaching letters and sounds so that it is used regularly and consistently by all staff
 - ensuring that the marking of pupils' work always helps pupils know what they have to learn next and that they have time to think about this
 - extending the school's system for target-setting so that pupils have their own personal targets in English and mathematics.

Inspection judgements

The achievement of pupils is good

- Children flourish in their Reception Year when they learn to share, follow routines and quickly show politeness and good manners. This helps them to create very good relationships with adults and other children at this early stage.
- Children start school with skills that are broadly in line with what is expected for their age, but skills in reading, writing and calculating can be lower. Through the wide range of activities provided indoors children make good progress. The outdoor area has not yet been fully developed as an area for learning and it does not match what children can do in the classroom, where they are able to follow their own activities as well as work with an adult. This hinders even faster progress for this age range.
- Good progress continues through Key Stages 1 and 2 so that by the end of Year 6 pupils reach above average standards in English and mathematics. Last year, results in mathematics at the end of Year 6 were slightly weaker than English so the school rapidly put actions in place to remedy this. These are already having a positive effect indicating that national tests for Year 6 in 2013 will again show above-average attainment in mathematics.
- In a Year 2 and 3 lesson pupils concentrated as they solved 'money problems'. They worked well in pairs, questioning and testing each other. The teacher asked good questions to check if pupils could think of different coins to use, for example, when spending 20p or £1.50, helping them to develop their thinking as well as their mathematical skills.
- Reading and writing are successfully woven into other subjects. Pupils say they use books regularly to find information, and work folders shows that they write, often at great length, in their topic work. However, mathematics is not often used in other subjects and, as a result, pupils do not get enough chances to use their mathematical skills through 'real-life' problem solving.
- All groups of pupils achieve well. Disabled pupils and those who have special educational needs make good progress because of the careful attention given to their individual needs, for example, one-to-one help and guidance from teaching assistants. The progress of the very small number of pupils eligible for the pupil-premium funding is good and attainment is the same as others in the school, indicating the school's good commitment to equal opportunities.
- Most parents who responded to Parent View agree that their children make good progress.
- Reading is a strong feature in school. By the end of Years 2 and 6 pupils' reading is above average. Over the last few years the school has had a focus on improving reading. A new library has been built where pupils say they can enjoy choosing their own books as well as their favourite authors.
- Reception children show confidence in reading at this early stage. They sound out new words well and are beginning to know that a full-stop means a pause in their reading. The system the school is using to teach the letters and sounds they make was only introduced last year and, as a result, is not used consistently by all adults when working with pupils.
- As pupils move through the school their love of reading matures. They begin to recognise punctuation, change their voice to express words or laugh at appropriate moments. This helps to bring a story to life for both the reader and the listener.

The quality of teaching is good

- Staff have strong relationships with pupils; they give regular praise for their efforts, helping to build their confidence. Good use is made of a wide range of resources, including information and communication technology, which helps to capture pupils' imagination and fire-up their learning.
- Teachers plan skilfully for mixed-age classes, taking account of what pupils already know to

make sure that work is hard enough for all of them and holds the attention of the different ages and abilities in the class. In the Reception and Year 1 class pupils were thoroughly enjoying their work on 'The Three Little Pigs'. Whilst a small group, wearing yellow hard hats, tested to find out whether straw or sticks were strong enough to build the pigs' house, another group were writing the story. In working in this way pupils' needs are well met.

- Through newly introduced sessions, children are taught to recognise the letters and the sounds they make. This has led to more rapid progress by younger pupils in developing reading skills. But there is not enough re-enforcement of the sounds during other lessons, when pupils are reading and writing, to help them gain even more confidence in their use.
- Teachers have good subject knowledge which helps them to break down what pupils are learning into stages, and then guide them through small learning steps. Tasks are explained well so that pupils settle quickly to their work, concentrating well for long periods if necessary.
- Pupils' work is marked regularly and good praise given. However, marking does not always tell pupils what they have to do next to improve their work and pupils are not provided with specific time to check their work after it has been marked. Marking is often linked to class targets and pupils say this helps them to understand what they have achieved in their work but they do not have their own specific targets in English and mathematics to help them aim even higher.
- The work of teaching assistants is highly valued. They play a strong part in pupils' good learning throughout the school, usually working alongside teachers, often helping by working with individual pupils or small groups.

The behaviour and safety of pupils are outstanding

- Behaviour during lessons, around school and outside at break and lunch time is first-class. Older pupils enjoy taking responsibilities for younger ones at break time, making sure they are happy and play safely.
- Excellent relationships between pupils of different ages, and between pupils and staff, make a strong contribution to the community and family feel of the school. Pupils' attitudes to learning are excellent. They work well in pairs and groups to share ideas and produce good quality work.
- The school has a calm atmosphere and pupils move around the school sensibly. They have great enthusiasm for school, saying they enjoy it, which is why attendance is above average.
- Pupils have extremely positive attitudes to learning. This can be seen as they come in after break times and are swiftly in their classrooms ready to work, or their willingness to talk very positively about their own learning as well as 'life in school'.
- Parents say pupils feel safe in school. When talking to pupils they say there is no bullying. There is falling out but they say this is not bullying. Through their work in school pupils are fully aware of different kinds of bullying such as cyber-bullying or name calling.

The leadership and management are good

- The headteacher is ambitious for the school and has created a committed, hard-working team. He receives good support from teachers, teaching assistants, staff and governors. Leaders and managers work well together to secure high-quality care from all staff, which helps pupils to feel safe and enjoy school.
- Monitoring of teaching, often informally, and effective performance management has led to good opportunities for teachers' and teaching assistants' professional development, through training within the school or jointly with other schools.
- The headteacher carefully checks how well pupils are doing and discusses this with staff every three weeks. This helps teachers to keep a 'careful eye' on the progress of each pupil in their

class.

- Key improvements since the last inspection include improving the opportunities pupils have to write and the involvement the governing body now has in school development planning.
- All staff support pupils' individual needs equally to eliminate discrimination, making sure that all pupils achieve well.
- The curriculum is well organised, providing pupils with a wide range of experiences both inside and outside school. For example, pupils can learn to play a musical instrument, such as guitar or flute, many reaching very high standards. The school's brass band not only presents concerts in school but has also performed in Samlesbury Hall. Pupils are able to work regularly with sports coaches as well as artists. Pupil's spiritual, moral, social and cultural values are encouraged well through these activities, developing a good understanding of the local community and those further afield.
- **The governance of the school:**
 - The governing body plays an important part in school life. It knows the school well and through informal visits and regular support it has an accurate view of the quality of teaching. As governors work closely with the headteacher they are fully informed on how well the school is performing. Members understand the school budget, carefully checking how the pupil-premium fund is used and the movement of teaching staff up the salary scale in order to fully support pupils' good achievement. Arrangements for safeguarding are in place.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	119572
Local authority	Lancashire
Inspection number	403397

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	54
Appropriate authority	The governing body
Chair	Kirsty Whiteside
Headteacher	Nick Cornall
Date of previous school inspection	15 January 2008
Telephone number	01772 877200
Fax number	-
Email address	head@samlesbury.lancs.sch.uk

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