

Heskin Pemberton's Church of England Primary School

Withington Lane, Heskin, Chorley, Lancashire, PR7 5LU

Inspection dates 20–21 November 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		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Leadership and management are exceptionally strong. In a short space of time the school's new associate (acting) headteacher has introduced very effective and wide-ranging changes.
- Good leadership from the headteacher and staff has re-engaged parents, and cemented links with the local church, enabling the school to continue on a path of improvement since the last inspection.
- Pupils' attainment at the end of Key Stage 1 has been significantly above average for the last three years. At the end of Key Stage 2 it is well above average, and is the best that it has been for the last three years.
- Pupils' reading skills are exceptionally strong in Key Stage 1, and their spelling, punctuation and grammar are much better than average by the end of Year 6.
- Teaching and provision in the Early Years Foundation Stage are exceedingly good. The overwhelming majority of pupils enter Year 1 having achieved a good level of development.
- The overall quality of teaching is good and rapidly improving. Teachers have exceptionally strong relationships with pupils who benefit from interesting and engaging lessons.
- Pupils enjoy school, as evidenced by their attendance, which is well above the national average. They are very enquiring and actively seek out new learning experiences. Their behaviour and safety are good.
- Governors are very active, they work exceptionally well with the headteacher and help to ensure that the quality of teaching and learning is continually improving.
- Parents are actively involved with the school, the overwhelming majority are happy that their children are safe and achieve well.

It is not yet an outstanding school because

- Marking is inconsistent, especially in Key Stage 2, and does not always indicate clearly enough how pupils can take the next steps in their learning.
- Too few opportunities are provided for pupils to think about and act on comments that teachers make about their written work.
- By the end Year 6, boys' attainment is not quite as good as that of girls.

Information about this inspection

- Seven lessons, as well as small group activities, parts of lessons, and phonics sessions (on the links between letters and the sounds they make), were observed. One joint observation took place with the headteacher.
- The inspector listened to pupils read from Years 3 and 5 and held discussions with pupils from across the school.
- Pupils' books were scrutinised in lessons and with the headteacher.
- The inspector considered 26 responses to the on-line questionnaire (Parent View), as well as the school's own surveys of parents' and pupils' views and a telephone conversation with a parent. A meeting was held with members of the school's parent forum. Questionnaires completed by nine members of staff were taken into account.
- A meeting was held with a representative from the local authority school improvement service.
- A meeting was held with four governors. A separate meeting was held with the local reverend, an ex-officio member of the governing body, and a telephone conversation was held with the Chair of the Governing Body, whose written report was considered as part of the inspection.
- Various school documents were examined. These included minutes of the governing body meetings, the school's development plan and review of its own performance, records of pupils' attendance, behaviour records and safeguarding documentation, data on pupils' progress, monitoring records of the quality of teaching and external school evaluations.

Inspection team

Lenford White, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a much smaller than average-sized primary school.
- The proportion of pupils supported through school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is well below average.
- The proportion of pupils for whom the school receives additional funding through the pupil premium is well below the national average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after by the local authority.)
- The proportion of pupils from minority ethnic groups is well below average and no pupil speaks English as an additional language.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The school offers a pre-school and after-school service.
- There have been a number of changes in the school since the last inspection. The school is currently being led and managed by an associate headteacher in the long-term absence of the substantive headteacher because of ill health. A number of new governors have been appointed, including a new Chair of governors. Class 3, comprising of Years 4, 5 and 6 pupils, is currently being taught by a supply teacher.

What does the school need to do to improve further?

- Ensure all pupils make rapid and sustained progress in all subjects, by increasing the proportion of outstanding teaching by:
 - ensuring that all pupils' books are consistently marked and up to date, especially in Key Stage 2, and that marking clearly indicates to pupils how they can take the next steps in their learning
 - making sure that pupils are given every opportunity to think about and act on written comments made about their work.
- Raise levels of attainment for boys in Key Stage 2 even further, by ensuring that teachers plan activities which are stretching and engaging and are of as much interest to boys as they are to girls.

Inspection judgements

The achievement of pupils

is good

- Children enter the school's mixed Reception and Year 1 class with skills and abilities which are broadly average for their age. Exceptional teaching and a caring and nurturing learning environment ensure that pupils make at least good progress, and that the overwhelming majority achieve a good level of development by the time they reach Year 1.
- Pupils' performance at the end of Key Stage 1 has continually improved over the last three years. Reading and mathematics are significantly above the national average. Any gaps between the performance of boys and girls are much narrower than those found nationally.
- Pupils' performance by the end of Key Stage 2 in 2013 was the best that it has been for a number of years, and all girls attained the higher levels in writing which was significantly above the national average.
- Boys' performance in all subjects is above the national average and is particularly strong in writing. However, it is not as good as that of girls and is broadly average at the higher levels in mathematics. Close tracking and regular pupil progress meetings are helping to ensure that current Year 6 boys are making good progress towards challenging targets in all subjects.
- The school's own tracking data show that the majority of pupils in most year groups are on track to make at least expected progress in all subjects. Any pupils falling behind are quickly identified and provided with support to ensure that they quickly catch up to their peers.
- The school has very few pupils entitled to support through the pupil premium. However, the school's commitment to providing equality of opportunity ensures that the progress of these pupils is closely monitored. Consequently, they make outstanding progress in reading, writing and mathematics and achieve at least as well as their peers in school.
- The school's close-knit nurturing ethos and well-trained teachers and teaching assistants ensure that disabled pupils and those with special educational needs achieve well in all subjects and enjoy their learning.
- Phonics is taught exceptionally well and as a result, the vast majority of pupils met requirements at the national phonics screening check at the end of Year 1 in 2013. All pupils who read during the inspection read well, and enjoyed a wide variety of authors and genres. Less-confident readers used their phonic skills well to sound out and read unfamiliar words.
- The most-able pupils are stretched and challenged in their learning through a primary liaison project which takes place in a local independent school. Here, they take up a range of subjects including science, technology and modern foreign languages.

The quality of teaching

is good

- The school has three full-time teachers, and several part and full-time teaching assistants. All are well trained and work exceptionally well together to support three mixed-aged classes.
- During the inspection a new long-term supply teacher was taking responsibility for a mixed class of Years 4, 5 and 6 pupils. Supported by two very experienced and well-established teaching assistants, pupils in this class were observed making good progress. A full scrutiny of their books reveals that they have benefited from teaching which is typically good over time.
- Teachers plan lessons which interest and engage the vast majority of pupils, helping them to develop a broad range of skills and link themes together across the curriculum. This was the case in a good topic lesson where Year 2 and 3 pupils showed great insight and understanding in their writing about 'how horrible' life would have been in the factories and mines in Victorian England.
- Teachers regularly check on pupils' learning during lessons, with teaching assistants providing support to pupils of all abilities when it is needed.
- Pupils are very skilled at evaluating their own work during lessons and of describing what they

have learned. This was the case in a good Year 2/3 lesson where pupils were solving different problems by working out fractions. At the end of the lesson pupils were able to confidently talk to each other and agree on how to explain to Year 1 pupils how they could solve problems involving halves and quarters. However, such reflection and discussion are less evident in books.

- The majority of lessons move along at a quick pace and include activities for learners of all abilities. This was the case in an outstanding mathematics lessons in a mixed Reception and Year 1 class where the most-able pupils were able to discuss very challenging calculations, linked to a familiar story. When asked to take 6 from 27, one pupil wrote, 'Katie Morag had 27 letters, she dropped six in a puddle and had 21 left.'
- However, not all lessons consistently challenge and engage all pupils, particularly boys in Key Stage 2. As a result, they do not always achieve to the very best of their ability. While marking is mostly good, it is inconsistent in Key Stage 2, and does not always indicate to pupils how they can take their next steps in learning.

The behaviour and safety of pupils are good

- Pupils have a thirst for knowledge and a love of learning. This is evidenced by their excellent attendance, their take-up of after-school clubs and the responsibilities that they enjoy as, for example, members of the school council and house captains.
- Pupils are exceptionally welcoming towards visitors and are very proud to talk about their interests, what they are learning and all the things they like best about their school.
- Behaviour in and around the school is good. Older pupils enjoy taking on board informal 'mentoring' and 'buddy' roles during play and lunchtimes while looking after younger pupils.
- Pupils say that behaviour is at least good almost always. This is confirmed by those parents who responded to Parent view and was expressed by members of the parents' forum at a meeting held during the inspection. All school staff who completed the inspection questionnaire indicated that behaviour is good and consistently well managed.
- Those pupils who met with the inspector were adamant that bullying rarely if ever happens and indicated that they are very confident to talk to any adult if they have a problem or concern. The school's own behaviour records show that there are very few incidents of poor behaviour and that all are dealt with to the satisfaction of parents.
- Pupils have a good understanding of how to stay safe while using the internet and know not to go on sites that 'might be nasty', to always tell an adult 'if you go on a webpage that you can't get off' and to never give personal details out on, for example, social networking sites. Pupils know what cyber-bullying is, and that it can happen on mobile phones and on the internet.
- Pupils have a good understanding of most forms of prejudice-based bullying and say that there is 'no way' that racism would be tolerated in school. They have a good knowledge of how to stay safe and say that the many visitors, including fire fighters, road safety officers and a representative from Child Line, have all helped them to stay safe. Younger pupils understand 'stranger danger' and know what to do if approached by someone they do not know.
- Behaviour in lessons is typically good. However, pupils are not always provided with enough opportunities to demonstrate their considerable ability and take the lead in their learning. This is why behaviour is not outstanding.

The leadership and management are good

- In a short space of time the associate headteacher has made significant changes. As one parent forum member put it, 'He has hit the ground running.' Most significantly he has, along with his very supportive staff and governors, galvanised the support of parents and reinvigorated the school's relationship with the church.
- The headteacher is supported by a very experienced Chair of Governors and committed governing body. They have worked relentlessly to put in place an effective long-term

headteacher, as well as a suitably experienced teacher to ensure that standards are maintained in Years 4, 5 and 6.

- The school's system to check the performance of staff is very effective. All teachers are expected to achieve very demanding targets before they can apply for any pay awards. Good professional development, support and training help to ensure that teachers meet their success criteria.
- Because of the school's small size, it does not have a middle management structure. However, its Early Years Foundation Stage manager works closely with the headteacher, as do all teachers and teaching assistants. All staff are aware of the school's strategic priorities and all liaise directly with governors in various roles.
- Pupils' spiritual, moral, social and cultural development is strong. Their spiritual development is particularly strong as evidenced through their involvement in, for example 'messy church' (Sunday school) and their good attendance in the church's new 'child-friendly' services.
- Good teaching ensures that reading, writing and mathematical skills are promoted across the curriculum, including the breakfast club and after-school service. Pupils in Years 5 and 6 enjoy their residential experience. All pupils enjoy events such as International Day, Horrible Histories theatre trips and pantomimes in school. Key Stage 1 pupils say that they are especially keen on their visit to the Blue Planet Aquarium and older pupils enjoy learning about the Second World War.
- The school greatly appreciates the role that the local authority has played in helping it to improve teaching and learning through, for example, consultancy advice on teaching numeracy and literacy, and on assessing pupils' work.
- The school's Parent, Teacher and Friends Association adds significant value to pupils' experiences and learning as evidenced by its recent rapid response to a call for support with information and communication technology equipment which resulted in funds being raised for the school to purchase 15 tablets.
- **The governance of the school:**
 - Governors are highly committed, very experienced and work exceptionally well together. In a very short space of time they have overseen changes which have significantly raised levels of achievement, especially in Key Stage 2, rapidly improved the quality of teaching and brought stability to the leadership and management of the school. Governors have made it a priority to know their school well. All have curriculum or year-group responsibilities and visit the school regularly to meet staff and pupils. Governors ensure that they are up to date with their training and keep abreast of school developments through, for example, the headteacher's weekly report to staff, reports from teachers and the headteacher's newsletter to parents. Governors ensure that the headteacher's priorities are closely linked to raising levels of attainment, improving pupils' progress and ensuring that boys achieve to the very best of their ability. They only accept recommendations for pay awards when teachers demonstrate that they have reached very stretching targets. Governors know that the pupil-premium fund has enabled entitled pupils to achieve at least as well as their peers, and that the school's physical education and sports grant will help to develop and sustain teachers' sports coaching skills.

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	119475
Local authority	Lancashire
Inspection number	426305

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	68
Appropriate authority	The governing body
Chair	Paul Lock
Headteacher	Wayne Bretherton
Date of previous school inspection	22 November 2010
Telephone number	01257 451365
Fax number	01257 450695
Email address	head@heskinpembertons.lancs.sch.uk

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