

Bleasdale Church of England Primary School

Bleasdale, Preston, Lancashire PR3 1UY

Inspection dates 24–25 September 2015

Overall effectiveness **Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The school is well led by the headteacher. Leaders are ambitious and have high expectations of staff and pupils alike. This has sharpened the focus on improving the quality of teaching.
- The governing body knows the school well and both challenges and supports leaders to ensure that improvements to teaching and pupils' achievement continue. This has improved since the last inspection.
- Achievement of pupils is good. Pupils make good progress from their different starting points.
- The progress made by disadvantaged pupils, disabled pupils and those with special educational needs is good.
- The quality of teaching is consistently good. Teachers plan their lessons very well, making sure activities and tasks are interesting so that pupils are engaged in their learning.
- Pupils' behaviour is excellent. They are proud of their school, are keen to please and are very welcoming to visitors.
- Pupils are kept very safe at the school. They say that they feel safe and well cared for.
- The school promotes pupils' spiritual, moral, social and cultural development very well. Pupils are aware of British values, such as respect for each other and their backgrounds.
- The early years provision is good. Children quickly settle into routines and have the chance to experience a wide range of activities. They make good progress because their individual needs are well understood.

It is not yet an outstanding school because

- Teachers do not always give pupils sufficiently useful feedback and/or time to review what they are learning to ensure that knowledge, understanding and skills are deepened.
- The outcomes of the monitoring of teaching and learning are not always collated and translated into improvement plans that will have a clear impact on improving teaching and

learning.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching so that more is consistently outstanding by ensuring that:
 - teachers check pupils' understanding more frequently in lessons so that those in need of further support or guidance receive extra help
 - feedback to pupils and the time available for them to review their work is more effectively used to improve their knowledge, understanding and skills.

- Strengthen leadership and management by developing leaders' skills in using the performance information they have gathered to accurately plan for school improvements.

Inspection judgements

Effectiveness of leadership and management is good

- The school is well led by senior leaders and governors. The headteacher has created a strong culture of learning and a desire to be successful across the school which is reflected in good teaching and pupils' excellent behaviour.
- Leaders and staff share a commitment to provide the best education for pupils at the school. School leaders regularly check the quality of teaching and the progress pupils are making to ensure that all pupils are meeting their individual targets. However, the information collected is not always used as effectively as it could be to accurately plan how further improvements will be made.
- The collaboration with another small local school is managed effectively and is having a positive impact on the quality of education at the school. Staff benefit from joint training sessions that are organised effectively to ensure that their subject knowledge is up to date.
- Teachers have annual objectives set by the headteacher and these link to salary progression. As yet, not all the information the headteacher gathers about the quality and impact of teaching is used as productively as it might be to improve teaching further.
- The curriculum meets the new National Curriculum requirements and is both varied and interesting. It is organised effectively and contributes well to the good progress made by pupils. Pupils also benefit from a wide range of extra opportunities to engage and find out more about the topics they are learning about. For example, when studying the Romans the Key Stage 2 class went to a museum in Carlisle and took part in several activities to embed their knowledge and understanding. Pupils say they really enjoy the visits they go on.
- The promotion of pupils' spiritual, moral, social and cultural development is effective and is a part of pupils' daily experiences. Pupils learn about different religions and cultures, and they have an appreciation of their own heritage and that of others. For example, this has included a visit to a Hindu temple and the school taking part in a community harvest festival celebration. Pupils have a good understanding of life in modern Britain.
- The primary physical education and sport premium is used effectively to widen opportunities for experiencing a range of different sports. The school has employed a sports coach to work alongside teachers to build their confidence in different sports. There are opportunities for pupils to engage in sporting events as part of the local sports partnership, including rounders, short tennis and crown green bowling.
- The school uses the pupil premium funding effectively to close the gap in attainment between disadvantaged pupils and others. The funds are used to provide pupils with support in their English and mathematics, help to fund school visits and a range of other imaginative approaches. The school has a clear commitment that all pupils will be given an equal opportunity to succeed and freedom from discrimination.
- The school has embraced the good support provided by the local authority advisers and consultant teachers and as a result the quality of the teaching has improved.
- Parents are very happy with the school, and well informed through the daily contact they have with teachers. One parent commented on the strength of the school being in its family atmosphere and the fact that the staff all know the pupils so well.
- **The governance of the school:**
 - The governors are an effective group who challenge and support leaders well. They know the school very well and regularly visit to check on the performance of the school and pupils' enjoyment in their learning. They receive regular updates from the headteacher on the progress pupils make and the quality of teaching. They ensure that good teaching is rewarded and any underperformance is addressed.
 - Governors make sure that funds are spent wisely, including pupil premium and the additional physical education and sports funding. Governors ensure that training is up to date and have attended training organised by the local authority, including alongside governors from the collaboration partner school.
- The arrangements for safeguarding meet requirements. Procedures are well established and effective systems are in place to meet the day-to-day care and protection of children. Leaders engage well with parents to make sure all pupils are safe.

Quality of teaching, learning and assessment is good

- The quality of teaching is good. The relationships between pupils and all the staff are extremely positive and pupils want to learn and be successful.
- Teachers' subject knowledge is good. Lessons capture pupils' interest and tasks are imaginatively presented. However, although teachers ask questions to check the level of pupils' understanding, some pupils do not understand their work fully, become confused or need extra help which is not always readily available.
- Teaching assistants provide a good level of support. They work closely with the teachers to ensure that activities meet pupils' needs and that the needs of any pupil at risk of falling behind are met.
- The teaching of writing is good. Pupils have regular opportunities to write in their English lessons as well as in other subjects, helping them to develop different writing styles. Pupils say they like writing and take pride in what they produce. For example, pupils in Year 1 were really enjoying writing their own nursery rhyme books.
- Pupils enjoy reading and most regularly read at home. They use a range of approaches when they come across an unfamiliar word, such as looking for clues in the pictures and using their phonics knowledge (the sounds letters represent) to help them.
- The teaching of mathematics is good. Pupils say they enjoy the practical activities and challenges. For example, Key Stage 2 pupils were applying their skills to problems involving many calculations. They have access to plenty of equipment to help them with their work.
- The stimulating learning environment and classroom displays help pupils with their learning and encourage them to be more independent when looking for information when answering questions.
- Effective systems for assessment are in place, including the use of data to track pupils' progress. Teachers regularly mark pupils' books and provide helpful feedback on what the next steps in their learning are. However, not all feedback and time given for pupils to review their learning is used effectively to move them on and to improve their knowledge, understanding and skills.
- Regular homework tasks provide pupils with the chance to strengthen their understanding and practise their reading, writing and mathematical skills in a range of different tasks. Pupils say they enjoy the homework and that it helps them understand what they have been learning in school.

Personal development, behaviour and welfare are good

Personal development and welfare

- The school's work to promote pupil's personal development and welfare is good.
- Pupils are aware of risks. The school's personal, social, health and education programme and assemblies teach them about the dangers, such as bullying and road safety. However, they are less sure of how to keep themselves safe when using technology. This is being addressed by the school.
- Pupils are confident and self-assured and are developing a good understanding of how to be successful learners. They are keen to please the staff and other pupils.
- Relationships are very strong and it is clear that pupils are very happy in school. Pupils understand the different forms of bullying. Pupils know that staff care, and say that if they have any concerns, staff would sort things out for them. Pupils report that bullying and the use of derogatory or aggressive language is extremely rare.
- The strong, caring Christian ethos is supported by pupils, and parents appreciate this aspect of the school.
- Pupils have many opportunities to reflect on their learning and on the wider world.
- The school's ethos promotes many aspects of pupils' welfare and they enjoy learning about the aspects of how to keep themselves safe and healthy.
- As a result of the broad and well-planned curriculum, pupils are able to reflect on their actions and act responsibly.

Behaviour

- The behaviour of pupils is outstanding. They value the time spent in school and their excellent conduct reflects the school's strategies to promote the highest standards of behaviour.
- Pupils do not distract themselves or others from learning. The learning attitudes displayed by pupils of different ages are in keeping with the school's family ethos, where pupils are motivated and keen to please staff and other pupils.

- Older pupils are good role models for younger ones, helping them at different times of day and showing them how to behave and how to respond in different situations.
- Attendance has improved over the past year and is now above the most recent published national average, with no groups being below average and no pupils being persistently absent. Effective systems are in place to monitor attendance.

Outcomes for pupils

are good

- Pupils' books in all year groups and work around the school consistently show pupils' good progress from their various starting points.
- Achievement in both Key Stage 1 and Key Stage 2 is good, with pupils developing secure knowledge, understanding and skills across the curriculum. Evidence from work around the school indicates the breadth of learning, and pupils are able to explain how they have applied their literacy and mathematical skills in their other work, for example in history and geography.
- The very small number of pupils on roll means that proportions of pupils in each year group achieving the expected level are less reliable than details relating to individual pupils. The outcomes for 2015 showed continued good achievement for individual pupils, with clear evidence in their books and teachers' assessment confirming the good progress pupils have made.
- The proportion of pupils that reached the required standard in the Year 1 phonics check in 2015 was above the most recent national average.
- There are no disabled pupils or pupils with special educational needs on roll currently, but records for the last school year indicate that the progress for these pupils was as good as for other pupils.
- Work set for the most able pupils provides a good level of challenge so that they have to grapple with the content. For example, pupils in Key Stage 1 were provided with tasks that challenged their thinking when focusing on adding numbers to total 20. However, teachers need to check more frequently that pupils fully understand their learning so that extra help and support can be provided where necessary.
- Pupils eligible for the pupil premium including those known to be eligible for free school meals make at least expected progress and their rates of progress are in line with other pupils in the school. There are no significant gaps in their standards and those of other pupils in the school.
- Pupils are well prepared for the next stage of their education.

Early years provision

is good

- Children get off to a good start in the early years and achieve well. They join Reception with skills and knowledge generally typical for their age. As a result of good teaching within a vibrant learning environment that is tailored to their needs and interests, children quickly develop social skills, especially in learning to take turns and share. A particular strength is the emphasis placed by the school on speaking and listening. Children make good progress and reach a good level of development by the end of Reception.
- Positive relationships between staff, parents and children are strengths of the early years in this school. These help children to develop confidence and positive attitudes to school and to their learning. Children behave very well. They work and play happily together, sharing equipment and talking confidently.
- Children are kept extremely safe and secure. Staff successfully encourage them to make their own choices through well-established and consistent routines. Staff take full advantage of the learning environment to plan and prepare imaginative activities, although the well-designed outdoor area could be better used. Children are consistently enthusiastic. For example, they were very keen to engage in the many creative areas of the curriculum, including art and music.
- Basic skills in reading, writing and number are promoted effectively. By the end of Reception, children are able to form letters and write words by themselves. Some are writing sentences independently. Children are well prepared to start Year 1.
- Links between home and school are strong. Parents are positively involved with their children's learning and development, and speak highly of their children's experiences in school, on which they receive daily feedback.
- The leadership and management of the early years are good. Effective leadership has led to continued good provision and outcomes for children over the last two years. The teachers and support staff work successfully as a team, sharing a strong commitment to provide the very best for the children. Pupil premium funding is used effectively to support eligible children.

School details

Unique reference number	119520
Local authority	Lancashire
Inspection number	10002235

This inspection 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	12
Appropriate authority	The governing body
Chair	Mrs Maxine Pratt
Headteacher	Mr Ian Cookson
Telephone number	01995 61307
Website	www.bleasdale.lancs.sch.uk
Email address	head@bleasdale.lancs.sch.uk
Date of previous inspection	12 September 2013

Information about this school

- The school is much smaller than the average-sized primary school.
- The proportions of pupils from ethnic backgrounds other than White British are much smaller than the national average. There are no pupils who speak English as an additional language.
- There are no pupils who are disabled or who have special educational needs.
- The proportion of pupils supported by the pupil premium (additional government funding which supports pupils known to be eligible for free school meals and those looked after by the local authority) is lower than the national average. There are very few such pupils in the current Year 6.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- Children in the early years attend full time in a class with Key Stage 1 pupils.
- The school is federated with another small school. The headteacher is headteacher of both schools, which work together to help strengthen teaching and learning for both communities.

Information about this inspection

- The inspector observed lessons in both classes. He also looked at a wide range of pupils' work and discussed their work with them.
- Discussions were held with the chair and other members of the governing body, two external advisers and members of staff.
- There were insufficient responses to Ofsted's online questionnaire (Parent View) to be taken into consideration. Discussions were held with parents before school.
- The inspector looked at a range of documents including information on pupils' current and recent achievement, the school's plans for improvement, the management of teachers' performance, the use of pupil premium funding, and documentation and records relating to pupils' behaviour and safety.

Inspection team

Mr Adrian Francis, lead inspector

Ofsted Inspector

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