

Pool House Community Primary School

Kidsgrove, Ingol, Preston, Lancashire, PR2 7BX

Inspection dates 30 April – 1 May 2014

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.

- Pupils make good progress and achieve well throughout the school from their different starting points.
- Teaching in all classes is good and pupils learn well as a result. Teachers know pupils well and usually have high expectations. Their teaching leads to pupils' good progress, especially in mathematics.
- Pupils who are eligible for the pupil premium, disabled pupils and those with special educational needs achieve well because they are well supported and work is carefully planned to meet their needs.
- Pupils' behaviour is good. They enjoy coming to school and are keen to learn. They say they are well looked after and feel safe in school.
- School leaders, including governors, have a clear understanding of how well the school is doing and where it can improve further. They have worked well to maintain good quality teaching and pupils' achievement since the previous inspection.
- Parents are very supportive and appreciative of the school.

It is not yet an outstanding school because

- Achievement in reading and writing is not as strong as in mathematics.
- In some lessons, especially in English and at Key Stage 2, teachers do not make sure that all pupils are challenged to make the best possible progress.
- Teachers do not always check that pupils are responding to advice and comments given in marking.
- There are too few opportunities for teachers to observe outstanding teaching in other schools.
- A small number of pupils are absent too often.

Information about this inspection

- The inspector observed nine lessons taught by seven teachers, including one joint observation with the headteacher.
- Meetings were held with school leaders and with four governors, including the Chair of the Governing Body. The inspector also met a representative of the local authority.
- The inspector met a group of pupils, and also spoke informally to other pupils in lessons and during break and lunchtimes.
- The inspector looked at the work pupils were doing in lessons and in their books over time. He listened to pupils in Year 2 read and talked to them about their enjoyment of reading.
- The inspector observed the work of the school and examined a number of documents concerning pupils' current achievement and progress, development plans and performance management information. He also looked at records relating to behaviour, attendance and safeguarding arrangements. Minutes of governing body meetings and the local authority reports were also considered.
- The inspector took account of 10 responses to the online Parent View questionnaire and 20 responses to the staff questionnaire.

Inspection team

Robert Birtwell, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- Pupils are taught in seven classes from the Reception Year to Year 6.
- A large majority of pupils are from White British backgrounds and speak English as their first language.
- The proportion of pupils known to be eligible for the pupil premium (funding for pupils known to be eligible for free school meals and children looked after by the local authority) is well above average.
- The proportion of disabled pupils and those with special educational needs who are supported at school action is above average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching to further raise pupils' achievement, especially in reading and writing and at Key Stage 2, by ensuring that:
 - teachers always set work that is hard enough so that pupils are challenged to make the best possible progress
 - teachers always check that pupils follow and respond to guidance about what they need to do to improve their work
 - there are more opportunities for teachers to observe outstanding teaching in other schools to enable them to further improve their skills.
- Further improve attendance by reducing the number of pupils who are absent too often.

Inspection judgements

The achievement of pupils

is good

- Children enter the Early Years Foundation Stage with knowledge and skills that are generally well below those typical for their age. They make good progress in the Reception class because they are well taught and have good opportunities to develop their skills. As a result, they are well prepared for Year 1.
- Since the previous inspection, standards at the end of Key Stage 1 in reading, writing and mathematics have improved. In 2013, they were above average in mathematics and around average in reading and writing. This shows good progress from pupils' starting points. Inspection evidence confirms this and shows that pupils in Years 1 and 2 are currently making good progress.
- Standards at the end Key Stage 2 have been more variable. There was a sharp dip in the test results at the end of Year 6 in 2013 when standards in reading, writing and mathematics were well below average. The proportion of pupils who made the expected progress in writing and mathematics was above average, but well below average in reading. The proportion who made more than expected progress was above average in mathematics but below average in reading and writing. There were a number of factors that caused this, including the impact of particular needs within the year group.
- Current data for Key Stage 2 pupils and the standard of work in pupils' books present a more positive picture and show that all groups of pupils are making good progress. Year 6 pupils are on track to achieve improved results this year with standards that are close to average, with a higher proportion making expected and more than expected progress, especially in reading and writing.
- Pupils achieve strongly in mathematics. There is a strong focus on the teaching of numeracy and pupils apply their mathematical knowledge well to solve practical problems.
- Pupils make good progress in reading. Teachers and teaching assistants make sure that pupils read regularly and have a good knowledge of phonics (letters and the sounds they make). The proportion of pupils who achieved the expected standard in the Year 1 phonics check in 2013 was average.
- Pupils also make good progress in writing. Their writing skills are secure and they write effectively in a range of styles across the curriculum.
- However, achievement in mathematics is stronger than in reading and writing. Fewer pupils make good progress in reading and writing than in mathematics. This is because they are not always given work that is sufficiently challenging.
- The most able pupils achieve well overall. They make progress at a rate similar to other pupils, but like their classmates too few have made more than the expected progress in reading and writing because they have not always been given work that is challenging enough. The school is addressing this by setting harder tasks in lessons and offering booster classes. The full impact of this work on pupils' achievement is not yet fully evident.
- The standards reached by pupils known to be eligible for free school meals in Year 6 in 2013 were above those of their classmates by around a term and a half in reading, writing and mathematics. Extra support, where needed, enables pupils supported by pupil premium funding to progress at least as rapidly as their classmates and faster for some.
- Pupils who are disabled or have special educational needs achieve well and make similar progress to their classmates because their needs are accurately identified and they receive good support when they need it. This reflects the school's commitment to equal opportunities for all pupils.

The quality of teaching

is good

- Teaching observed during the inspection, the work in pupils' books and school records of the

quality of teaching show that teaching is typically good across the school, and some is outstanding. This enables pupils in all year groups to learn well.

- Teachers know pupils well and there are good relationships between pupils and their teachers. Teachers usually have high expectations and plan work that motivates and engages pupils so that they make good progress. Pupils say that they enjoy lessons and are keen to learn and do well.
- In mathematics, Year 6 pupils were improving their understanding of measuring and calculating angles in different shapes. Teaching ensured that all pupils, including the most and least able, were given different and challenging activities and continuously prompted pupils to try to improve their work. As a result, the pupils enjoyed learning, had to think hard about what they were doing and made outstanding progress.
- Teaching in the Early Years Foundation Stage is good. Teaching staff make sure that learning is well focused, and there is a balance between activities directed by the teacher and those chosen by the children, and between the indoor and outdoor environment. In the Reception class, for example, the teacher used questioning skilfully to introduce a seaside holiday topic before the children engaged in a variety of linked activities. The children made good progress in their language and communication, mathematical and practical skills.
- While expectations of what pupils can achieve are generally high, teaching does not always make sure that the work set is challenging enough to enable pupils to learn as much as they could. As a result, pupils are sometimes not given work that enables them to make the best possible progress and reach the highest levels.
- Pupils' work is regularly and well marked. Praise is used effectively and helpful comments and suggestions identify pupils' next steps in learning. As a result, pupils know how well they are doing and what they need to do to improve their work. However, teachers do not always check that pupils respond to their advice.
- Teachers and teaching assistants work well together effectively to help pupils who find learning more difficult. This includes pupils who are eligible for the pupil premium and those who are disabled or have special educational needs. As a result, these pupils make good progress and achieve at least as well as other pupils in the school.

The behaviour and safety of pupils are good

- The behaviour of pupils is good.
- The school's records of behaviour and talking with pupils show that poor behaviour is rare. Pupils get on well with their teachers and with each other. They take pride in their work and behave well in lessons so that learning typically proceeds without interruption.
- A small number of pupils sometimes display challenging behaviour, but staff manage this consistently and effectively. Individual pupils with behavioural difficulties are supported in a caring and nurturing way, and there is evidence of improved behaviour from such pupils.
- The inspector observed good behaviour in lessons and around the school. Pupils play sensibly and safely on the playgrounds, and act responsibly at lunchtime. They say that they enjoy coming to school.
- Pupils know about the different forms of bullying, but say that it is very rare in school. They feel that the school deals effectively with any incidents of bullying that may arise.
- The school's work to keep pupils safe and secure is good.
- Pupils say that they feel very safe in school, and know how to keep themselves safe. They have a good knowledge of e-safety and how to keep themselves safe when using the internet.
- All parents who responded to the Parent View survey thought that their child was happy, safe and well looked after in school.
- The school has worked successfully to raise pupils' overall attendance, and this is now average. Most pupils attend well but there is a small minority of pupils who do not attend regularly enough.

The leadership and management are good

- The headteacher, senior leaders and governors lead the school well. They have a clear understanding of how the school is performing and where it needs to do better.
- The school development plan clearly identifies the key priorities for improvement and has a strong focus on further improving teaching and raising achievement. For example, leaders are aware that progress in reading and writing has not been as strong as in mathematics, and this is being addressed.
- School leaders, including middle leaders, effectively check the quality of teaching, and closely monitor and evaluate pupils' performance. Any underachievement is addressed by providing pupils with extra support when they need it. As a result, all groups of pupils in the school are making good progress.
- Information about the quality of teaching and pupils' progress is used to check how well teachers are performing. It is used to identify where further training or support is needed, and when making decisions about teachers' pay. As a result, the quality of teaching has improved and pupils' achievement is rising.
- While teaching is good, it is not yet outstanding overall. There is outstanding teaching in the school, and staff work well to share this best practice. However, there could be more opportunities for them to observe outstanding teaching in similar schools so that they can further improve their skills.
- The curriculum is well planned and engages pupils effectively in their learning. There is a good range of enrichment including activities, clubs, trips and visits. Year 6 pupils were greatly looking forward to a forthcoming residential outdoor activities visit. This contributes to pupils' good spiritual, moral, social and cultural development.
- The school is using the additional primary school sports funding successfully to improve teachers' skills and to extend the range of physical education activities in the school. Specialist coaches and teachers train staff, take lessons and run activities. This is having a positive impact on pupils' physical well-being and lifestyles.
- The local authority has provided light touch but effective support for this successful school.
- **The governance of the school:**
 - Governors are well informed and know the school well. They have a clear view of its strengths, and understand how it is doing in comparison with other schools. Governors undertake training to improve their skills and enable them to improve their effectiveness. Many visit the school routinely and have first-hand experience of the life of the school, including the quality of teaching. They hold the school to account by setting challenging targets as part of the headteacher's appraisal and by asking searching questions in formal and informal meetings. Governors oversee the school budget effectively and understand how extra funding such as the pupil premium and the primary school sport funding is spent and the effect it is having. They ensure that they meet their statutory duties, including those related to safeguarding.

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	119332
Local authority	Lancashire
Inspection number	444031

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	144
Appropriate authority	The governing body
Chair	Stephen Thompson
Headteacher	Julie Cole
Date of previous school inspection	24 September 2009
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