



Aughton St Michael's Church of England Primary School

Inspection Report

Unique Reference Number 119388
LEA Lancashire
Inspection number 280539
Inspection dates 17 October 2005 to 18 October 2005
Reporting inspector Heather Evans

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

Type of school	Primary	School address	Delph Park Avenue
School category	Voluntary controlled		Aughton
Age range of pupils	4 to 11		Ormskirk, Lancashire
Gender of pupils	Mixed	Telephone number	01695 423295
Number on roll	196	Fax number	01695 424745
Appropriate authority	The governing body	Chair of governors	Cllr. Vanda Naylor
Date of previous inspection	1 March 2000	Headteacher	Canon Geoffrey Almond

Age group 4 to 11	Inspection dates 17 October 2005 - 18 October 2005	Inspection number 280539
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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

This is an average-sized Church of England Primary school in the Liverpool diocese. Most pupils live close to the school, but some come from further afield. Attainment on entry varies, but overall is above that found in most schools. The number of pupils with learning difficulties and/or disabilities is below that in most schools but an above average number have statements of special educational need. Most pupils are white British, and the children all come from families where English is the first language.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school with some outstanding features and no significant weaknesses. The inspection team agrees with the school's evaluation of its effectiveness. The school gives good value for money. The staff and governors have been successful in dealing with the few issues raised in the previous inspection and have the desire and capacity to improve further. The school has strong links with parents and other agencies that contribute to the good care for pupils. As a result, pupils' personal development is outstanding, they enjoy school and their attendance is good.

Good provision in the reception class enables children to achieve well. Pupils' progress and achievement are good across the school. Overall, boys and girls do equally well. By the time pupils leave school, standards in English, mathematics and science are all above average and a significant number of pupils achieve the higher Level 5 in these subjects. Pupils with learning difficulties and/or disabilities undertake work that is carefully matched to their needs and also achieve well. Teaching is good and teachers have developed an enriched curriculum that is outstanding in its range of opportunities.

The leadership and management of the school are good and the leadership of the headteacher and the senior management team is outstanding. Governors are very involved and share in training and planning for school improvement to good effect.

What the school should do to improve further

In order to bring about planned improvements the school should:

- implement the ambitious plans to enhance the library stock
- extend pupils' involvement in decision-making to the new, more structured, school council.

Achievement and standards

Grade: 2

Standards and achievement are good overall. Children have above average standards of learning when they enter the reception class. They settle well and quickly develop as independent learners, making good progress. By the end of Year 2, achievement is good and standards are above the national average in reading, writing and mathematics. This good work is continued until the end of Year 6 where standards are above the national average in English, mathematics and science. The number achieving Level 5 in the statutory tests at the end of Year 6 is above the national average. Pupils with learning difficulties and/or disabilities are given work that is tailored to their needs and are supported so that they achieve well.

Personal development and well-being

Grade: 1

The school's support for the pupils' personal development and well-being is outstanding. Pupils enjoy coming to school and know that the staff do the best they can to help them learn. Behaviour is consistently good due to the very high expectations of all staff. The strong Christian ethos and the positive values of the school mean that pupils are treated very well. Pupils feel safe and know that they will be well cared for in school. Younger children know that the older pupils look after them in the playground. The 'buddy' system and the benches and tables in the playground foster friendship and a spirit of sharing.

The spiritual, moral, social and cultural development of pupils is outstanding. Pupils are introduced to a range of cultures through work in different areas of the curriculum. For example, they visit places of worship in religious education. Staff ensure that all pupils know how to lead a healthy lifestyle. The school is fully involved in many community and church events. Teachers listen carefully to pupils' views and use their ideas to make changes. This process is being further developed as the work of the new school council is starting to affect school activities. The way pupils learn about academic and social skills prepares them very well for the next phase of their life outside school.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching is good and lessons are very well planned. Relationships are very good. Pupils are usually given demanding tasks that capture their interest and challenge their thinking; they know they are expected to succeed in this school. Teachers work hard to plan stimulating work that makes it possible for pupils to excel.

Teachers know their pupils very well and provide work well matched to their earlier achievements. At the end of lessons, pupils are encouraged to listen to what others have done, to praise what they like and to suggest possible improvements. This helps teachers to ensure that the next steps in the learning process are stimulating and interesting. In most lessons, teachers ask probing questions that make the pupils think hard. Most lessons move at a fast pace and learning is fun. Information and communication technology is used effectively to support teaching and increase the rate of learning. Pupils have good attitudes to learning and work together well. Work is challenging and is often difficult, but the children say teachers make learning fun.

Teachers insist on high standards of work and presentation. They work closely together and make good use of assessment information to set targets that encourage pupils to tackle more difficult work with enthusiasm and confidence. They assess pupils' progress towards their targets extremely well, and marking gives pupils clear guidance on how to improve. Pupils with learning difficulties and/or disabilities have good support in

lessons; staff help them so that they work hard to succeed and feel proud of their achievements. Teachers manage pupils, support staff and resources well.

Curriculum and other activities

Grade: 1

The school judges its curriculum provision to be good whilst the inspectors' judgement is that it is outstanding. The rich curriculum is used to good effect and a strength of the school is its cross-curricular approach to learning that enables skills learned in English and mathematics to be used in a range of subjects. For example, pupils recently wrote to the Queen and Prime Minister asking them for their favourite poems. They are proud to show the letters they received in reply. The staff makes sure all pupils receive a lively and stimulating curriculum that fully meets requirements but goes beyond the national curriculum. The school is constantly looking for ways to improve the curriculum. A recent change has been the introduction of Spanish lessons for all pupils.

Pupils in Year 6 who had just returned from a residential visit delighted in explaining what they had done and how much they had learned. A distinctive aim of the school is to make the curriculum relevant to all children. This is done by making very positive links between subjects and changing teaching styles if there is even a hint that children are not responding to their full potential. This flexibility is a strength of the school.

Care, guidance and support

Grade: 2

The school takes good care of its pupils and is a safe place in which to learn. There is tremendous respect and trust between adults and children and between children and children. Pupils trust the staff and know where to look for help and encouragement. Relationships are good and pupils feel safe enough to take risks in their learning. Teachers make sure that the needs of pupils who have specific learning difficulties are met very well. The school goes out of its way to work with other agencies to meet the needs of all pupils. One example of this is its work with the service for visual impairment.

The children say that bullying hardly ever happens. The home visits before children start school and visits to the secondary school for older pupils work well. The school has introduced a system of discussions involving parents, teachers and children so that individual targets for every child are agreed. This has been introduced in response to requests from parents.

Leadership and management

Grade: 2

Overall, the leadership and management of the school are good. The leadership of the headteacher and the senior management team is outstanding. This team has worked hard and successfully to maintain the high standards seen at the previous inspection and to resolve the few issues identified in the last report.

The way that all staff work together in the process of self-evaluation and planning for improvement is good. The governing body has a good grasp of the school's strengths and areas for further development. Shared monitoring by staff has enabled the school to build on good practice, establish an exciting curriculum and set attainable targets aimed at raising pupils' attainment and achievement. All staff work well together to promote the Christian ethos of the school, to recognise each child as an individual and to promote pupils' social, spiritual, academic and creative learning. There are strong links with parents, who hold the school in high regard.

The school is committed to strategic planning and the plans for the present year reflect the vision of the staff. Pupils are delighted with the improvements in the accommodation. Good quality teaching is a priority for the management team. Resources are well matched to the curriculum, but budgetary constraints have hampered the refurbishment of the library.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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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	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

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Aughton St Michael's Church of England Primary School
Delph Park Avenue
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L39 5DG

19 October 2005

Dear Children,

Thank you for your help when we inspected your school. Please let everybody know how much we enjoyed visiting your school. It is a happy place where you learn and work together successfully.

These are some of the many good things we like about your school.

You work and learn in a happy place and it is good to see that you get on well with one another. Your work in English, mathematics, science and ICT is good. Your writing is interesting and exciting to read.

Your teachers work hard and care for you extremely well by planning good lessons. They help you to learn well.

The governors of your school have been very good at helping to get your new classrooms and making the grounds look attractive.

The places you visit and visitors to the school have helped to make your work more interesting.

You do well in your test results because you come to school, except when you are ill, and behave well, making sure that lessons are good fun where everyone can learn.

There are no important things wrong with your school, but there are one or two things that could make it better. We are sure that Mr Almond and the other staff and governors will work hard to do these.

You deserve to have a better library with more new books, because the ones you have are used every day and some are getting old.

The new school council is helping you to explore your ideas about what might be done to find out how the school could improve. Your teachers are ready to listen, so be sure to talk to them about your feelings and ideas.

With best wishes

Heather Evans

Lead Inspector

Aughton St Michael's After School Club

Inspection report for early years provision

Unique Reference Number

309643

Inspection date

17/10/2005

Childcare inspector

Roderick Green

Setting address

St Michaels C of E Primary School, Delph Park Avenue, Aughton, Ormskirk, L39 5DG

Telephone number

01695 422892

E-mail

Registered person

The Governors of St Michael's School

Type of inspection

Daycare

Type of care

Out of school care

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ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the Curriculum guidance for the foundation stage.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory.

The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Aughton St. Michael's After School Club opened in 1996. The club operates in St. Michael's C. of E. Primary School, Aughton, Ormskirk, and serves the children from the school. It operates from a large school hall with adjacent facilities. All children share access to a secure outdoor play area. A maximum of 30 children may attend the club at any one time.

There are currently 140 children on roll. This includes 68 children under 8 years old. Children attend for a variety of sessions. The club currently supports a number of children with special needs.

The group opens 5 days a week during school term times. Sessions are from 7.45 until 9.00 and 15.30 until 18.00.

Six staff work with the children. Two of the staff have early year qualifications to NVQ level 3. They have completed the Kids Club Network quality assurance scheme Aiming High and been awarded a level 3 grade.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a welcoming environment in which their physical needs are positively met thus contributing to their good health. The children's health and hygiene is fully promoted because the staff have a secure knowledge of the health and safety policies and have rotas in place to ensure the environment is clean. The staff encourage the children to follow good practices to ensure they take responsibility for washing their hands, and are becoming independent in their personal care. Children understand the benefits of a healthy diet and readily demonstrate their knowledge in discussing the need to eat a varied diet therefore meeting their dietary requirements. The children help themselves to drinks and understand their own need to drink, when feeling thirsty, thus learning about the needs of their own bodies. The children make choices from a varied menu which includes toast, crumpets, pancakes, biscuits and fresh fruit enabling them to make healthy decisions.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in an environment where safety is fully promoted. They can move freely and safely because the staff maintain a well organised environment in which they can make choices and decisions about their play. They benefit from a wide selection of equipment and can choose to take part in more physical games, for example, football and tennis. There are effective risk assessments in place to ensure children are kept safe when taken on outings and for planned activities. Children benefit from activities that are safe and well managed to ensure children's safety is promoted at all times. The staff monitor the use of equipment and ensure children's safety is not compromised by too many children accessing equipment. The children are further protected by staff having detailed risk assessments for the building and for each trip planned outside the premises. The staff ensure children can play safely on the outdoor area because of the checking procedures in place. Children's welfare is safeguarded because the staff are secure in their understanding of child protection and the action they need to take should they be concerned about a child in their care.

Helping children achieve well and enjoy what they do

The provision is good.

Children benefit from a good written planning system providing activities that address all areas of development and enable children to have plenty of choice. They develop their independence by choosing activities. They learn how to work as a team and to play together by joining in the various activities and the team games provided. They are enthusiastic and actively engage themselves in the creative, imaginative and construction areas. They seek out play opportunities and giggle, laugh, and smile as they communicate with their friends during their time at the club. Thus children's social needs and social skills are catered for in a positive and encouraging environment. Children are supported in their play by staff who sit with them, talk to them about their day and encourage them to make the most of the activities, for example, painting salt dough models they made the week before. The children show delight and an eagerness to take part in the activities provided and readily seek out staff to assist them in their play.

Helping children make a positive contribution

The provision is good.

The children are fully included in all activities and understand that turn taking and fairness help everyone feel part of the setting and involved. The children learning about other cultures by celebrating a range of festivals and the setting has good resources reflecting diversity. Children are very well behaved and follow instructions from staff. They are involved in decision-making regarding behaviour boundaries and rules are explained to them. They understand what is expected of them and learn to make decisions about their behaviour and taking responsibility for themselves. Parents are informed of the clubs policies and procedures and the staff provide newsletters and a notice board keeping them up to date with the latest plans and activities. Opportunities are provided for parents to discuss their child at the end of each session making sure the needs of their child can be met effectively.

Organisation

The provision is satisfactory.

The children feel secure and at ease within the setting. This enables them to make choices and decisions about their play promoting their independence. The organisation of the setting means children can initiate their own play and plan the activities they wish to take part in. There are effective procedures for ensuring staff are vetted, although the required ratio of 50% qualified staff is not always maintained. All required documentation is in place and readily available. Therefore children's details and information necessary to meet their needs are readily accessible

and ensure staff are fully informed of the child's details. The provision started operating a holiday club and did not inform Ofsted of this significant change. Overall, the setting meets the needs of the children who attend.

Improvements since the last inspection

At the last inspection, the provider was asked to devise and implement a system to record any incident of physical restraint, improve the induction programme to ensure required elements are covered in the first week of employment, and update the child protection policy and develop staff's knowledge of child protection. An incident record is now in place, the induction programme now includes child protection and health and safety in the first week, and the child protection policy has been updated and staff have developed their knowledge of child protection. These actions have helped to improve the quality of care and outcomes for children.

Complaints since the last inspection

There are no complaints to report.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care day care

To improve the quality and standards of care further the registered person should take account of the following recommendations:

devise an action plan detailing how at least half of all staff will hold a level 2 qualification;
ensure Ofsted are informed of any significant changes to the provision.

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