

# Adlington Primary School

## Inspection report

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<b>Unique Reference Number</b>	119330
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	379780
<b>Inspection dates</b>	17–18 January 2012
<b>Lead inspector</b>	Marie Cordey

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	118
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Elizabeth Dodd
<b>Headteacher</b>	Tracey Taylor
<b>Date of previous school inspection</b>	30 January 2009
<b>School address</b>	Park Road Adlington Chorley PR7 4JA
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## Introduction

Inspection team

Marie Cordey

Additional inspector

This inspection was carried out with two days' notice. The inspector observed five teachers and visited nine lessons, six of which were joint observations with the headteacher. In addition, the inspector made other more brief visits to lessons and also heard pupils reading. Meetings were held with the Chair and vice-chair of the Governing Body, school improvement officers, staff and groups of pupils. The inspector observed the school's work, and looked at the school's self-evaluation evidence, the school improvement plan, safeguarding documentation, and records of internal and external monitoring of the school. The inspector also analysed questionnaires completed by 57 parents and carers and those completed by pupils and staff. The inspector looked at the on-line questionnaire (Parent View) but insufficient responses were available to show results for this school.

## Information about the school

Adlington is smaller than the average-sized primary school. The Early Years Foundation Stage consists of a Reception class. Most classes consist of mixed-age groups. The proportion of pupils known to be eligible for free school meals is above average. The proportion of pupils with special educational needs and those with disabilities is below average. The vast majority of pupils are from White British backgrounds. A small number of pupils are from Gypsy Roma backgrounds. The proportion of pupils entering or leaving the school at other than the usual times is above average. There have been significant changes in staffing since the school's previous inspection, including the appointment of a deputy headteacher. The school meets the current floor standards.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate**  
Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

<b>Overall Effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>3</b>

## Key Findings

- This is a satisfactory school. The provision in the Early Years Foundation Stage is good. Pupils are well-behaved and courteous. Care for pupils in challenging circumstances is sensitive and carefully managed.
- Pupils' attainment is broadly in line with the national average although it varies between subjects year-on-year and reflects pupils' different starting points. Pupils, including those with special educational needs and those with disabilities, make satisfactory progress overall but the achievement of more-able pupils lags a little behind that of other pupils. In addition, pupils' handwriting and their problem-solving skills in mathematics are weaker than their reading and mental mathematical skills.
- Teaching is satisfactory overall. In the Early Years Foundation Stage and in Years 1 and 2 it is often good. In Key Stage 2, it is improving and this is now accelerating pupils' learning. However, some teaching does not sufficiently match the wide range of abilities and the prior learning of pupils in the mixed-age classes. It is not clear to all pupils how well they are doing in their work or precisely what they need to do in order to move forward in their learning. Teachers' planning does not relate clearly enough to the information in the school's tracking records in order to support learning and challenge under-performance more effectively. The curriculum is planned effectively to promote pupils' spiritual, moral, social and cultural development.
- Parents and carers are very positive about their children's education and comment on improved behaviour. Inspection evidence confirms that behaviour is good and that pupils feel very safe in school. They enjoy school life and their attendance is above average. Pupils from different backgrounds get on well together and the small numbers of Gypsy Roma pupils are welcomed into school and make similar progress to that of other pupils.

- Senior leaders and the governing body are very clear about their ambitions for the school and have a good understanding of its strengths and weaknesses. The senior leadership of the school has been strengthened by the appointment of a deputy headteacher. Subject coordinators are developing their effectiveness in monitoring and evaluating pupils' performance but this requires greater urgency, particularly in terms of planning improvement to take account of pupils' prior knowledge.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **What does the school need to do to improve further?**

- Raise pupils' attainment, especially in Key Stage 2 and for the more-able, by:
  - focusing more sharply on the application of pupils' skills when problem-solving in mathematics and on improving pupils' handwriting
  - improving the effectiveness of teachers' planning and the school's tracking records to support learning and challenge under-performance
  - improving the monitoring and evaluation of pupils' performance by subject leaders.
- Ensure that all teaching is good or better by:
  - carefully matching work to the wide range of abilities and the prior learning of pupils in all classes
  - providing further challenge, especially for the more-able pupils
  - enabling pupils to identify clearly how well they are doing in their work and setting individual targets so that pupils know precisely how they can improve.

## **Main Report**

### **Achievement of pupils**

Children in the Early Years Foundation Stage settle down quickly and happily. They are provided with a wide range of interesting and appealing activities which result in them gaining skills in many areas of learning and which are particularly effective in improving their communication skills and their personal development. Overall, they are considerate when sharing things and when 'taking turns'.

Pupils thrive in lessons where they are challenged to achieve their best. In a good lesson in Key Stage 1, for example, pupils were working so intently that they missed the start of break time! This was because they were interested in their well-planned work, knew exactly what was required of them and were expected to give of their best. Their books reflected good achievement and appropriate levels of challenge for the more-able pupils. Similarly, the teaching of reading is effective in encouraging a love of literature and non-fiction. Teachers tempt pupils by reading selected extracts from texts to whet the pupils' interests. A wide range of reading materials from football to classical-fiction books is relished by pupils. As a result, their reading skills are better than those in writing and mathematics. In particular, their handwriting is

occasionally illegible. There has been a concerted school focus to improve handwriting and this has resulted in some improvement, particularly in the younger year groups. Pupils' application of their mathematical skills is inconsistent, especially when they are problem-solving.

Most parents and carers feel that their children are doing well at school. The inspection found that pupils' attainment is in line with the national average and that they make satisfactory progress by the end of Year 6 from their broadly average starting points in Reception. Pupils who join the school at other than the usual starting times make satisfactory progress. Their attainment is assessed quickly and in most cases teachers' planning takes account of their prior learning. Similarly, speedy identification of those pupils with special educational needs and those with disabilities is coupled with mostly focused and individual support. This ensures that these pupils make at least satisfactory progress. Pupils' attainment in reading is at least in line with that found nationally by the end of Key Stage 1 and Key Stage 2. Children have made good progress in the Reception class in the last two years, which means that pupils' entry points in Year 1 are now above average.

### **Quality of teaching**

Most parents and carers consider that their children are learning well and that the quality of teaching is effective. The inspection found that, overall, teaching is satisfactory. Good teaching in the Early Years Foundation Stage is based on good knowledge of the children's interests and then planning activities to capture their enthusiasm for learning. The skill of staff in the Early Years Foundation Stage successfully encourages the provision of a good range of activities. This is because, for instance, they use everyday objects, such as a clothes maiden to become a fence for a farm and shaving foam on tables for children to practise their writing skills. Occasionally, some boys are less engaged because the range of resources is not always as appealing for them. The use of software games and educational programs is limited; those that are available are popular with boys in particular.

Teaching is now more stable and is beginning to make up for some previous gaps in pupils' learning. However, teachers' planning to take account of pupils' prior attainment is inconsistent. Where teaching is good it is precisely focused on pupils' individual abilities and interests and consequently targets for improvement are very clear and personal. Marking for these pupils is up-to-date and pupils are very aware of their attainment as well as precisely what they need to do in order to make it better. This is not the case in all classes; some targets are too general and too many pupils with a range of abilities complete similar work. As a result, some pupils are not sure of what is expected of them whilst others are not challenged to extend their learning. Teaching assistants are deployed appropriately to support pupils with special educational needs and any with disabilities. Their support is thoughtful and challenging. Occasionally, however, they are under-used, for example, when the teacher is introducing the lesson. Pupils' spiritual, moral, social and cultural development is enhanced by teachers' use of opportunities within the planned curriculum to consider the cultures of people from different walks of life and to value and respect themselves and others.

## **Behaviour and safety of pupils**

Parents and carers comment on pupils' improved behaviour and pupils themselves comment positively. The inspection found that behaviour is good and often very good. Pupils are enthusiastic and keen conversationalists. They wasted no opportunities to speak to the inspector. The school's ethos of care and value for each individual is reflected in their thoughtful behaviour and considerate attitudes. They are encouraged to respect others and also to value themselves. As a result, they become sociable and engaging young people. Pupils have positive attitudes to learning and only occasionally become restless when teaching is not matched to their abilities or when the teacher speaks for too long. Their behaviour around school is very good and they are extremely welcoming to visitors, opening doors and spontaneously engaging in conversation. They have a realistic appreciation of how to keep themselves safe and are confident that bullying, for example will be dealt with speedily and effectively. There have been no records of racist incidents in the last two years and pupils say that racist bullying 'just doesn't happen' in their school. Children in the Early Years Foundation Stage are kept safe and are encouraged to develop their physical skills as well as their understanding of the world around them.

## **Leadership and management**

Parents and carers are very supportive of school leaders. The governing body now has a clear vision that provides for pupils' academic as well as their personal development. In the past, the emphasis had been more pronounced in pupils' personal development. Now it is clearly about raising pupils' achievement, coupled with ensuring pupils are safe and looked after well. Consequently, an ambition for pupils' academic and personal development is communicated and shared with staff, who are motivated to improve the school's effectiveness. The work of the governing body is satisfactory overall. It is supportive and very visible in school. Staff and pupils, as well as the headteacher, comment on the regular presence of members of the governing body in school. The governing body is beginning to question the school more rigorously about its performance. Safeguarding arrangements are thorough and effective. The governing body discharges its duties well in order to safeguard pupils. An unequivocal commitment to tackling discrimination and ensuring equality of opportunity is a central feature of the school's character.

The curriculum has become more interesting and exciting and pupils appreciate the many visits they make as well as the visitors, for example, theatre groups, who come in to school. Previous gaps in learning in some subjects are being acted upon and the curriculum plan is more effective in ensuring that the coverage of National Curriculum subjects is thorough. Subject leaders are beginning to monitor and evaluate the effectiveness of teaching and the curriculum in their subjects but this is at an early stage and its effectiveness is not yet consistently evident. Pupils' spiritual, moral, social and cultural development is strong because of its significance in the school's planned curriculum. Teaching has improved since the previous inspection, especially in terms of engaging pupils in their learning. The quality of provision in the Early Years Foundation Stage has also improved and the school's capacity for further improvement is satisfactory. Leadership in the Early Years Foundation Stage is based on team work and a clear programme for raising children's attainment and fostering their personal development.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.



## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



19 January 2012

Dear Pupils

**Inspection of Adlington Primary School, Chorley – PR7 4JA**

Thank you for making me so welcome when I inspected your school recently. I would especially like to thank the pupils who met with me and those who I heard reading so expressively. You were all very charming and the school has helped you to be courteous and sociable. You feel very safe in school and you are well-behaved. Your attendance is good because you enjoy coming to school. Well done! Children in the Reception class are welcomed into school and make good progress. They enjoy lots of interesting activities that help them to learn.

Yours is a satisfactory school. Your behaviour is good and you are very thoughtful young people. You make satisfactory progress in your work. You do your best work in reading and I would like you to improve your handwriting and work in mathematics, particularly your problem-solving and investigational skills. I have asked your school to concentrate more on improving the work of the more-able pupils.

In addition, I have asked your school to make your lessons even better. I want you to know exactly how well you are doing in your work as well as how to make it even better. You can play a part in improving your school by acting on your teacher's advice on how to improve your work and by continuing to work hard. I know how much you enjoy a challenge and like doing well in all your subjects.

I wish all of you the very best for your future.

Yours sincerely,

Marie Cordey  
Lead Inspector

