

# Clayton-le-Woods Church of England Primary School

Inspection report

---

<b>Unique Reference Number</b>	119468
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	379812
<b>Inspection dates</b>	6–7 February 2012
<b>Lead inspector</b>	Stephen Rowland

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	167
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jamie Marshall
<b>Headteacher</b>	Sue Pennington
<b>Date of previous school inspection</b>	21 October 2008
<b>School address</b>	Back Lane Clayton-le-Woods Chorley PR6 7EU
<b>Telephone number</b>	01772 335030
<b>Fax number</b>	01772 335072
<b>Email address</b>	head@clayton-le-woods.lancs.sch.uk

---



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

You may copy all or parts of this document for non-commercial purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store Street  
Manchester M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
[enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## Introduction

Inspection team

Stephen Rowland  
Desmond Stubbs

Additional inspector  
Additional inspector

This inspection was carried out with two days' notice. Inspectors observed seven teachers teaching 11 lessons. In addition, inspectors visited short phonics (the sounds that letters make) sessions and listened to children read. Meetings were held with groups of pupils, members of the governing body, representatives of the local authority and school staff. Inspectors took account of the on-line questionnaire (Parent View) in planning the inspection. Inspectors observed the school's work and looked at a number of documents, including the school development plan, records of pupils' attainment and progress, together with minutes of meetings of the governing body. During the inspection, 73 parental and carers' questionnaires were analysed together with others completed by pupils and staff.

## Information about the school

This is a smaller-than-average primary school. The proportion of pupils known to be eligible for free school meals is well below the national average. Almost all pupils are White British. There are currently no pupils who speak English as an additional language. The proportion of disabled pupils and those who have special educational needs is below the national average. The percentage of those who receive external support including those with a statement of special educational needs is also below the national average. The school meets the current floor standard. The school has gained Healthy Schools status and holds the Investors in People and Active School awards. The school operates its own out-of-school club.

There has been significant staffing turbulence since the last inspection. A new deputy headteacher has taken up post recently.

**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>3</b>
<b>Leadership and management</b>	<b>3</b>

## Key Findings

- This is a satisfactory school. Following a period of turbulence, the headteacher and newly appointed deputy headteacher have demonstrated an uncompromising focus on raising attainment and increasing the rate of pupils' progress.
- Achievement is satisfactory. Children make a good start to their school life in the Reception class because teaching is good. Progress in Key Stage 1 and Key Stage 2 is satisfactory and attainment at the end of Year 6 is in line with the national average. Disabled pupils and those who have special educational needs make progress which is in line with their peers nationally.
- Teaching is satisfactory overall. There are examples of good and outstanding practice. The best lessons are lively and engaging and pupils make good or better progress. Planning is thorough and feedback is helpful and supportive. However, there are inconsistencies. Some lessons lack challenge and pace. Feedback does not always provide pupils with a clear understanding of how to improve. Occasionally, misconceptions are overlooked and are not corrected. Pupils are not always given sufficient time to develop their independent learning skills.
- Pupils' behaviour is typically satisfactory. There are some occasions when pupils lose interest and become restless. The school's newly revised behaviour policy is having a positive impact. Bullying is rare and is dealt with effectively. Pupils understand how to avoid unsafe situations. Attendance is high.
- Senior staff and members of the governing body share a common determination to improve the school. Confidence is growing and many staff, pupils and parents comment on the positive progress the school has made. Self-evaluation is honest and accurate. Subject coordinators are engaged in monitoring the quality of teaching and pupils' progress and they contribute to

the school's development. The curriculum is satisfactory and provides a solid basis for learning in literacy and numeracy.

- The out-of-school club provides a safe and stimulating environment for pupils.

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?**

- Improve the quality of teaching in order to raise pupils' attainment by:
  - sharpening the use of assessment in lessons, with a focus on matching tasks more effectively to the needs of all pupils
  - ensuring questioning is challenging and always extends pupils' learning
  - providing pupils with more effective feedback so that they have a clear understanding of how they can improve their work
  - promoting greater levels of pupil engagement and independent learning
  - ensuring that there are sufficient opportunities during lessons to check on pupils' understanding and to deal with any misconceptions
  - ensuring that in all lessons the pace of learning is brisk.

## **Main Report**

### **Achievement of pupils**

Pupils' learning is satisfactory. A large majority of parents and carers are satisfied with the progress their children make and how the school ensures that their children develop skills in communication, reading, writing and mathematics. Where teaching is good, pupils respond well, are keen to learn and make good progress. In a highly successful mathematics lesson, for example, pupils in Year 4 were able to develop their skills in multiplication and division. Pupils were challenged constantly to explain their thinking and consequently, learning and progress were brisk. There are regular phonics and guided reading sessions and, as a result, progress and attainment in reading and spelling are satisfactory. This was confirmed by inspection evidence and the school's own detailed records of pupils' achievements in reading by the end of Year 2 and Year 6. Disabled pupils and those who have special educational needs make progress which is line with their peers.

Children enter the Reception class with skills which are generally close to those typical for their age although their communication and language skills are less well developed. Children settle down quickly because they are well-prepared for school life and made to feel welcome by staff and older pupils. They make good progress and enter Year 1 as confident and independent learners. They make particularly good progress in their reading and writing skills.

Pupils make satisfactory progress in Key Stage 1 and Key Stage 2. Attainment at the end of Year 6 has been broadly average over the last three years. The school's comprehensive records of progress, along with evidence from lesson observations

and the scrutiny of pupils' books, show that the rate of progress for all pupils is improving strongly. This is as a result of the school's drive to improve the consistency of teaching and to use assessment more effectively to support learning. This is increasingly having an impact on progress and learning and a large majority of pupils are now on track to achieve the targets the school has set for them.

### **Quality of teaching**

A large majority of parents and carers are happy with the quality of teaching their children receive. Inspection findings show that teaching is satisfactory overall with examples of good and outstanding practice. Good teaching in the Reception class develops children's enthusiasm and liking of school.

There remain inconsistencies in teaching and senior leaders are working to eradicate these. In the best lessons, the pace of learning is brisk and pupils of all abilities are challenged continually by searching questions. In a very effective Year 2 lesson on data handling, for example, pupils were taken outside to organise themselves into groups in relation to what they had for breakfast and then, working in groups, had to find a way to represent this graphically. The activity was engaging and pupils made good progress. The teacher was skilful in monitoring pupils' understanding and intervened to tackle any possible misconceptions. Pupils also learned to work closely together which supported their social development.

In lessons which are satisfactory, the pace of learning was not as strong and pupils sometimes became restless. There are fewer opportunities for pupils to share ideas with their peers so that they are less engaged and are less able to work independently. Although the pace of learning is satisfactory, opportunities to extend learning by asking challenging questions which pushed learning to a higher level can be missed. At times, activities continue for too long and there are insufficient opportunities to pause and check on pupils' understanding.

Teachers' use of assessment information to plan lessons and to support learning is developing. There are many examples of good practice in which knowledge of the stages that pupils have reached allows the teachers to plan activities which successfully meet pupils' needs. In less successful lessons, planning deals adequately with the broader needs of the class but does not focus in sufficient depth on individual needs. Marking is often helpful and is always positive. The best marking provides clear guidance on how to improve.

The best teaching contributes well to pupils' spiritual, moral, social and cultural understanding. When they are asked to work together, pupils learn social skills and understand the importance of behaving correctly towards others. The curriculum is planned systematically and provides a solid base for developing basic literacy and numeracy skills.

### **Behaviour and safety of pupils**

Although a majority of parents and carers say that there is a good standard of behaviour in the school and that lessons are not disrupted by bad behaviour, a significant minority expressed concerns over these aspects of the school's work.

Likewise, although a large majority of parents and carers felt that the school dealt effectively with cases of bullying, a minority felt this was not so. Inspectors observed that a large majority of pupils acted in a considerate and respectful way towards others. School records, comments from many parents and carers, as well as discussion with pupils show that behaviour is typically satisfactory. Occasionally, when the pace of learning is not brisk, pupils can lose interest and can become restless. The school has revised its behaviour policy recently and there is clear evidence that this is now being implemented in a more rigorous and consistent way. Pupils say that behaviour has improved and that there are now few occasions when their learning is affected by inappropriate conduct. Attendance is high and this shows that children enjoy school.

Pupils say that bullying is rare and that all forms of bullying are dealt with quickly and effectively. Many parents commented on the way the school is tackling any concerns there may be. One typical comment was, 'There have been a few behavioural issues in my child's class. However, the headteacher has addressed these and there has been a significant improvement in the last 12 to 18 months.'

Pupils say they feel safe in school and all of the parents and carers who returned the questionnaire agreed that their child felt safe in school. Pupils have a good understanding of unsafe situations and how to avoid them. Pupils are confident that they can talk to staff if they have any concerns and worries and that they will be listened to.

## **Leadership and management**

Since the last inspection, the school has passed through a period of turbulence. The headteacher, supported by the recently appointed deputy headteacher, demonstrates a determination to overcome the legacy of uncertainty. The school has been supported well by a team of local authority staff who were invited into school by the headteacher and members of the governing body. There is clear improvement in achievement, teaching and behaviour. Effective training supports this trend of improvement. Staff share a commitment to ensure the best possible standard of education for pupils. In this they are supported by an experienced and committed governing body that knows the school well and does not shrink from challenging senior leaders. A number of new initiatives have been introduced. Of particular importance has been the system for monitoring the quality of classroom work. This has enabled senior leaders to evaluate the quality of teaching and direct focused support where needed to improve teaching and to take decisive action where required. The school's self-evaluation is honest, rigorous and involves all levels of leadership, including members of the governing body. Planning for improvement is thorough and clear. There is clear evidence of the positive impact of these strategies and this shows that there is a satisfactory capacity for sustained improvement.

Safeguarding arrangements are secure and comprehensive. The school ensures the safety and security of pupils. The school's engagement with parents and carers is generally effective. Many parents commented favourably on the approachability of staff. One such comment was, 'I have always found that parental concerns have been dealt with sympathetically and promptly.' The newly established Parent Forum is helping to strengthen these links.

Staff track pupils' progress carefully and ensure there are no significant gaps in the performance of different groups of pupils. There is no room for discrimination at Clayton-le-Woods Church of England Primary and all pupils are treated with equal dignity and respect.

The school's curriculum has a strong focus on developing basic literacy and numeracy skills. This ensures that all pupils make at least satisfactory progress in these key areas. There are many varied enrichment activities such as residential trips, visits to museums and musical activities which are helping to promote a more creative and engaging curriculum. However, there are limited opportunities within the curriculum to experience a breadth of exciting and engaging activities in the classroom.

Spiritual, moral, social and cultural development is satisfactory. Pupils are aware of the need to respect and value others and understand right and wrong. There are a number of links outside the school which help to promote pupils' cultural understanding but limited opportunities for them to engage directly with people from different religious or ethnic backgrounds.



## 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.**



8 February 2012

Dear Pupils

**Inspection of Clayton-le-Woods Church of England Primary School, Chorley PR6 7EU**

Thank you so much for making us so welcome during our recent visit to Clayton-le-Woods. We were particularly grateful to those of you who agreed to meet us during your lunch break. Thank you also to those of you who completed the questionnaire. All your comments were very helpful.

Yours is a satisfactory school. It has a number of positive features.

- You get off to a good start in the Reception class
- You make satisfactory progress in English and mathematics. Standards in these subjects are improving strongly.
- You are safe in school and the staff take good care of you.
- Your behaviour is considerate and respectful.
- Attendance is high which shows you enjoy school.
- The headteacher, staff and governors are determined to make the school even better.

We have asked the school to do some things to make it even better.

- Plan lessons for you that challenge you to tackle difficult work.
- Make sure all lessons are lively and enjoyable.
- Make sure that there are opportunities in lessons to check that everyone knows what they have to do and to deal with any misunderstandings.
- Give you plenty of chances to work with other pupils in your class.
- Make sure that you always know how to improve your work.

You are very proud of your school. Please help it by always trying your very best.

Yours sincerely

Stephen Rowland  
Lead Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234**, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).