

Reedley Primary School

Inspection report

Unique Reference Number	119320
Local authority	Lancashire
Inspection number	379779
Inspection dates	1–2 March 2012
Lead inspector	Jennifer Platt

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	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	283
Appropriate authority	The governing body
Chair	David Leeming
Headteacher	Ruth Thompson
Date of previous school inspection	11 November 2008
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Introduction

Inspection team

Jennifer Platt
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Additional inspector
Additional inspector
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This inspection was carried out with two days' notice. The inspectors visited 21 lessons and parts of lessons taught by teachers and led by teaching assistants. Pupils from different year groups read to inspectors. Three meetings were held with pupils to glean their views of the school. Inspectors scrutinised the work of pupils in their books with a focus on writing. Meetings were held with members of the governing body and senior leaders. Inspectors observed the school's work and looked at a number of documents, including the school development plan, records on safeguarding, attendance, behaviour and pupils' progress data. It was not possible to take account of the responses to the on-line questionnaire (Parent View) in planning the inspection as insufficient responses had been registered. The inspectors met a few parents and carers informally and examined questionnaire responses from pupils and staff as well as 157 completed by parents and carers.

Information about the school

This is larger than the average-sized primary school. There are some mixed-age classes. The school is oversubscribed and has building extensions planned as it changes to become a two-form entry school. The proportion of pupils known to be eligible for free school meals is average. The proportions of pupils from minority ethnic backgrounds and who have English as an additional language are well above those found nationally, although few are at the very early stages of learning to speak English. The proportion of disabled pupils and those with special educational needs is increasing and is above average. A considerable number of pupils join the school at times other than the normal time of entry in Reception. The school meets the current floor standard, whereby the government sets the minimum expectations for attainment and progress. The school holds the Lancashire Excellence Award for an innovative curriculum.

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

Overall Effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key Findings

- Reedley is a good school. Pupils are happy and eager to learn. Older pupils have high expectations for their future. Behaviour is good. Pupils clearly understand how to keep safe. Parents and carers are highly satisfied with the education provided and the school is increasingly popular in the community.
- Attainment has risen steadily and is now above average at the end of Key Stage 2. Although writing is above average, handwriting is not always neat. Progress is good although the more-able pupils do not always make enough progress in writing in Key Stage 1. Progress is excellent in the Early Years Foundation Stage because teaching and the curriculum, as well as being imaginative and exciting, keep a clear focus on basic skills.
- Teaching is good in Key Stages 1 and 2 with many strengths and only a few relative shortcomings. The good focus on teaching letters and sounds has raised attainment in reading and a high proportion of pupils exceed the level expected for their age. Teachers effectively include pupils in their own learning and, although there is some variability in practice, often make it clear to pupils how to improve. The challenge in writing is not always consistent in Key Stage 1, especially for the more-able pupils. Pace is often brisk, although occasionally too much time is allocated to teachers' talking.
- The school is effectively led. The leadership of teaching is strong and teachers' work is managed robustly. Staff work together as a team, showing a dogged determination to provide the best for the pupils, especially those who find themselves in more vulnerable circumstances. Self-evaluation is accurate, action plans for the main priorities are detailed and the school knows how to move to improve further.
- The school is not yet outstanding because:
 - More-able pupils in Key Stage 1 do not consistently make enough progress especially in writing
 - handwriting is not always neat
 - teaching, although good, is not yet outstanding.

What does the school need to do to improve further?

- Raise attainment in writing by:
 - improving the quality of pupils' handwriting
 - ensuring that the more-able pupils always make enough progress in Key Stage 1.

- Raise the quality of teaching from good to outstanding by:
 - ensuring that all lessons go at a brisk pace
 - checking that throughout lessons pupils are always sufficiently challenged to produce their best work, especially in writing
 - ensuring that the pupils' checklists that inform them how to achieve success are always written at their level of understanding.

Main Report

Achievement of pupils

Learning in lessons is good and in the Early Years Foundation Stage is excellent. The children in Reception absorb new skills and information like sponges because they are inspired by their staff. Letters and sounds are taught through fun and actions so children learn and apply this knowledge in early reading and writing. Pupils in Key Stages 1 and 2 benefit from working in small groups where readily available help leads to effective learning. In Year 6, learning was good and sometimes better in a literacy lesson because teachers' expectations were high and pupils applied their knowledge of puns and alliteration to create eye-catching headlines.

The vast majority of parents and carers are of the view that progress is good and inspectors agree. From generally low starting points, children in the Early Years Foundation Stage make outstanding progress. They start in Year 1 at the expected level and the significant improvement in social and communication skills prepares children well for Key Stage 1. Achievement in Key Stages 1 and 2 is good, but stronger in Key Stage 2. Progress from their starting point is generally good in Key Stage 1 and attainment is average. It is rising as a result of the stronger Early Years Foundation Stage. Writing in Year 2 is average but achievement is not as high as in other subjects because more-able pupils are not always challenged as much as they could be and do not always make enough progress. Attainment at the end of Year 6 is above average. Results of national tests in 2011 showed that almost a half of pupils reached above average levels in English and mathematics. Inspection evidence indicates that this rise is being sustained. Although handwriting is not always neat, the pupils show great confidence in writing imaginatively. Current attainment in reading is average at the end of Year 2 and above average at the end of Year 6. One pupil in Year 6 said 'Everyone loves reading; that is where they get their inspiration from.'

Disabled pupils and those who have special educational needs make good progress as do pupils, mainly in Key Stage 1, who start at different times through the year. These pupils benefit from prompt assessment and effective support. Pupils speaking English as an additional language make good progress, with examples of excellent progress for those who start school with very little spoken English. Bilingual support is available and the emphasis

on talking greatly enhances their learning. There is no evidence of sustained difference between the progress of boys and that of girls.

Quality of teaching

The vast majority of parents and carers agree that teaching is good with many strengths and inspectors concur. Social development is enhanced by good relationships. In the Early Years Foundation Stage teaching is outstanding. During the inspection it was amazing to see how well all areas of learning are linked. The finale of the week was a jungle safari. Children followed their written instructions to prepare their sandwiches, donned their hand-made hats and binoculars, sang as they marched and recorded their sighting of animals using a tally chart. The organisation, resources and deployment of staff were spot on so that the whole event was great fun, leading to very effective learning.

In Key Stages 1 and 2 thorough preparation and skilful use of different approaches sustain pupils' interest. Their imagination is sparked off using a story, examples on the interactive white board or by a visit. This promotes effective learning for all, including those who are at the early stages of speaking English as they learn through activity and collaboration. Support staff understand their roles and make an effective contribution to learning. In one lesson where additional support was not available pupils lacked the help needed to clarify misunderstandings. Assessment is used effectively to group pupils by ability. For example, in Key Stage 1, all ages are taught letters and sounds at the same time, which allows for small groups to have their individual needs met fully. Older pupils confidently assess their work against checklists telling them how to improve their writing. This effective practice is variable for younger pupils as they do not fully understand some of the language used. The pace of lessons is often brisk and pupils respond well when time limits are set. Occasionally, the pace slows when teachers take too long explaining. Teachers generally have high expectations but this is not always the case for pupils' handwriting which often fluctuates in quality. Writing tasks in Key Stage 1 are not always sufficiently challenging to ensure that the more-able pupils make as much progress as possible.

Teachers promote spirituality by adding that spark that makes pupils inquisitive. In Year 4, the teacher set the scene well for stories from other cultures. Teachers use the curriculum effectively to develop pupils' basic skills, including information and communication technology (ICT), and to promote these across other subjects.

Behaviour and safety of pupils

Pupils are very proud of their school and eagerly tell visitors about their successes. The Reedley Team (school council) is very active in the daily life of the school. Pupils appreciate the improvements over recent years, especially in behaviour, which is now consistently good and in assembly is excellent. Shared prayers and singing reflect a close-knit community comfortable with other pupils' cultures and beliefs. Pupils have good attitudes to learning and older pupils appreciate opportunities to make choices and to be independent. For example, in a Year 6 mathematics lesson the pupils moved round the class to complete different challenges. This was achieved in an orderly manner as pupils avoided queues and used their common sense. Only when teaching starts to lose its spark do pupils become restless. Attendance is average and punctuality is improving with the provision of breakfast.

All of the parents and carers who completed the questionnaire consider that their children are looked after well and most agreed that behaviour is good. Pupils are very aware of

safety issues, especially using the internet. The school goes that extra step to ensure that the school is free from any type of bullying or harassment. Staff deal with any concerns very effectively and the pupils run an anti-bullying crew which produces 'bully-buster top tips' for a happy lunchtime. The 'making a positive choice day' stresses to pupils the importance of the choices they make when considering the implications of anti-social behaviour. One response summed up most views, 'the day gave me an insight of what the consequences might be when making wrong choices'. Records indicate no racist incidents and a reduction to two exclusions this year.

Leadership and management

The headteacher, staff and governing body share a determination to improve pupils' life-chances. To fulfil this aim an atmosphere of nurture combines with aspirations to raise attainment. Progress is closely tracked and interventions are provided when required. Assessment data indicate the success of these interventions. Teachers are held accountable for pupils' progress through regular review meetings. Teaching is monitored diligently, leading to professional development targeted to specific weaknesses. This has been effective in raising boys' attainment in writing. Nevertheless, a few relative shortcomings require attention to raise the quality of teaching even higher. Although subject action plans are not always sharply focussed on outcomes, the school's development plan has the correct priorities and specific actions are reaping benefits. Consequently, attainment is rising, teaching is improving and the ethos of the school is conducive to learning. Therefore, the capacity to improve is good.

The governing body has a good knowledge of attainment and works closely with leaders and managers to promote effectively equality of pupils' opportunities for success. The increasing numbers reaching high levels of attainment in Year 6 are indicative of the school's success in ensuring that all reach their potential. There are early signs of similar increases in Key Stage 1, although this is not yet secure across all subjects. Governors ensure that safeguarding requirements are met.

The good curriculum ensures a balance of activities. An excellent feature is the promotion of life experiences through the Reedley Real Life initiative which provides insight into future options. Pupils are very well prepared for the future. Children in the Early Years Foundation Stage benefit from an extremely inventive curriculum. Parents and carers expressed a wish for more after-school activities. Although there are several clubs, the focus on sport is more limited. The promotion of spiritual, moral, social and cultural development is good, with excellence in moral development. Pupils value opportunities to learn about cultures that are different from their own.

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).

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 up 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.



5 March 2012

Dear Pupils

Inspection of Reedley Primary School, Burnley BB10 2NE

Thank you so much for the friendly welcome you gave the inspectors when we visited your school. We appreciated your enthusiasm and eagerness to tell us about your school. Your welcome cards have come home with me.

You go to a good school and I am sure you already know that. You make good progress and leave school with above average attainment. Teaching is good and you appreciate the interesting activities it provides. The children in the Reception make excellent progress and enjoy some very exciting activities. We were delighted to hear that you feel safe and this is not surprising with the efforts made by staff, the Reedley Team and your anti-bullying crew. Behaviour is good and pupils in Year 6 provide good role models for the rest of you. Well done! Your headteacher, leaders and governors manage your school very well and this has led to many improvements. We think there are some changes that the school can make to improve your progress even more and these are:

- make sure you all write as neatly as possible
- check that in Years 1 and 2 the work in writing is just at the right level so that all of you, especially those who find learning easy, are challenged to do your very best
- make sure that you fully understand the lists teachers give you that explain what is needed to improve your writing
- check that all of your lessons go at a brisk pace.

It was a delight to visit your school and I am confident that you will continue to play your part in making your school even better. I wish you all the very best for the future.

Yours sincerely

Jennifer Platt
Lead Inspector

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