

# Oswaldtwistle St Andrew's Church of England Primary School

Inspection report

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<b>Unique Reference Number</b>	119413
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	379795
<b>Inspection dates</b>	22–23 March 2012
<b>Lead inspector</b>	Steven Hill

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>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	185
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Shaun Smith
<b>Headteacher</b>	Christina Wilkinson
<b>Date of previous school inspection</b>	4 June 2009
<b>School address</b>	Springfield Street Oswaldtwistle Accrington BB5 3LG
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## Introduction

Inspection team

Steven Hill  
Peter Jones

Additional inspector  
Additional inspector

This inspection was carried out with two days' notice. Sixteen lessons were observed, taught by seven teachers. Meetings were held with staff, members of the governing body and groups of pupils. Inspectors examined the on-line questionnaire (Parent View) in planning the inspection, but no information was available. The inspectors observed the school's work, and looked at a variety of documentation, particularly that related to pupils' progress and keeping pupils safe. Samples of pupils' work were analysed, both in their books and on display, and some younger pupils were heard reading. Questionnaires were examined from pupils, from staff and from 76 parents and carers.

## Information about the school

This is a smaller than average-sized primary school. The large majority of pupils are White British, with a few from a range of other ethnic heritages. The proportion of pupils known to be eligible for free school meals is average. The proportion of disabled pupils and those who have special educational needs is broadly average. The school meets the current floor standard.

The school has an Early Years Foundation Stage unit that caters for the school's Reception Year children. This unit also hosts a privately run pre-school provision for up to 24 children, aged three or four, at any one time. The pre-school provision is managed and inspected separately, although the two groups of children are integrated for most of the day, and staff are shared across the unit.

Since the last inspection, there have been a number of changes to the teaching staff.

**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>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key Findings

- This is a good school. Teaching and achievement are good because of good leadership and management. The school is not outstanding because there is still some satisfactory teaching, and systems to track pupils' progress have shortcomings.
- Pupils reach average attainment from low starting points. Progress has improved, so standards are rising throughout the school. A gap in previous years between the progress of boys and girls has narrowed considerably.
- Teaching is good across the school. Relationships are positive between staff and pupils, and pupils enjoy learning. Teachers often plan different work for different groups, to give a good level of challenge for all. Occasionally, activities are too hard or too easy for some pupils, and then progress is only satisfactory. Teachers are very effective in engaging all pupils in learning, particularly through the discussion of ideas in pairs. However, full advantage is not taken of these sessions, because pupils are not often given a clear structure for their talk, and there are no mechanisms to keep track of how effectively discussion is promoting learning.
- Behaviour is good in class and around the school. Pupils feel safe and happy. They make a strong contribution to safety through their own conduct and to achievement by their keenness to learn. Pupils' spiritual, moral, social and cultural development is good.
- A strong educational direction from the headteacher and increasingly effective leadership from other managers have driven improvements well. These have come to full fruition over the last 18 months in terms of good teaching and progress. Leadership of teaching has successfully centred on staff sharing expertise and helping each other to improve their practice. Performance has been managed well, through increasingly accurate assessments of attainment, although the system to track the progress of different cohorts and groups is inefficient.

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

- Make teaching consistently at least good, and so improve achievement further, particularly through:
  - making more effective use of paired discussions in class to improve pupils' speaking and listening skills as well as their understanding of the topics covered, by giving them more systematic guidance on organising their contributions, and by monitoring their understanding during such discussions
  - ensuring that activities are always tightly matched to pupils' different needs.
- Ensure that the systems for recording and tracking pupils' progress provide a more accessible, clearer and accurate overview of the progress each year group is making, and of how well different groups in each cohort are progressing so that any differences in performance are always picked up quickly.

## Main Report

### Achievement of pupils

Most parents and carers are justifiably positive about their children's achievement. Achievement has risen since the last inspection, and progress has been good for at least 18 months. Attainment by Year 6 is average, including in reading. Children start the Reception Year with attainment below that expected for their age. In past years, attainment on entry was very low, but the improved provision in the integrated unit has improved standards. As a result of this, and of good progress during the Reception Year, in the last two years children have entered Year 1 with average attainment. Good progress during Key Stage 1 has ensured that, even from previously lower starting points, attainment for the last two years has been average at the end of Year 2, including in reading.

In Key Stage 2, progress after the last inspection was initially variable. The group who left Year 6 in 2011 made satisfactory progress overall in Key Stage 2, but earlier in the Key Stage, their overall progress had been weak when teaching was disrupted. They then made rapid progress in their final year to catch up lost ground. Across the whole of Key Stage 2, the more settled teaching over the last academic year led to good progress in reading, writing and mathematics. Progress in speaking and listening is satisfactory, but many pupils still sometimes struggle to express exactly what they mean, particularly in talking to large groups. Despite frequent opportunities for discussion, they are unsure how to structure their talk or their listening.

Records show that progress in all classes this year continues to be good, and this was confirmed by observations in lessons. Pupils in Years 5 and 6, for example, made good gains in their understanding of percentages as work was tightly matched to their needs, and they worked enthusiastically to complete tasks against the clock. A group of pupils from Years 2 to 5 learned a lot about character in story, and developed their reading skills effectively, when they concentrated hard on a well-chosen book that held their interest. Pupils' positive attitudes to learning, good concentration and their ability to work together and share materials amicably contribute to their good achievement. Occasionally, progress can slow for some of the class when the activities do not match different pupils' varying needs. Disabled pupils and those with special educational needs make good progress because work is

tailored to their particular needs, and provides the right level of manageable challenge. A good range of intervention programmes provides effective extra support with specific aspects of their learning. Pupils known to be eligible to free school meals, and the small percentage from minority ethnic groups, attain as well as their classmates. In the past, girls have outperformed boys, but recent national results show that boys' progress has improved and the school is closing previous gaps in attainment.

## **Quality of teaching**

High expectations of work and behaviour establish clear routines that ensure a good pace to lessons. In most lessons, teachers use the improved assessment information to match work to pupils' current attainment so that tasks are challenging but manageable. Conversely, the odd satisfactory lesson usually happens because some of the class are given work that is too hard or too easy for them. Teachers, and the skilled extra adults, monitor pupils' on-going progress, correct any misconceptions, and challenge pupils to refine their work. The use of small whiteboards, on which pupils write answers and ideas, is very effective in keeping everyone involved, as is the frequent use of discussion in pairs. The latter gives pupils a chance to practise their speaking and listening skills, and to sort out their ideas. However, they are not often given a clear structure for how they should organise their discussion, and adults too seldom monitor what is being said or how well the discussion is helping pupils to make progress in developing their skills of speaking and listening.

Teachers make increasingly good use of links between different subjects to make learning more meaningful and interesting for pupils. Teaching provides good support for pupils' spiritual, moral, social and cultural development. Pupils are given opportunities to explore the world around them, and to reflect on moral issues, or on other people's cultures and beliefs. This is a particular strength in religious education lessons. For example, pupils in Year 1 thoughtfully discussed the 'sad' aspects of the Easter story in response to the teacher's sensitive prompting.

Reception children make good progress in their early mathematical and English skills in carefully structured ability groups, on tasks that are tightly matched to their needs. At other times, they are thoroughly engaged by a variety of exciting play activities, which adults monitor well, intervening effectively to challenge children's thinking, as well as to assess their understanding. All younger pupils make good progress in phonics (the links between letters and how they sound) because adults continually reinforce their understanding, to enhance clear specific teaching in ability groups. Pupils have good independent writing skills because they are encouraged to use their knowledge of phonics to spell words. Parents, carers and pupils themselves are justifiably very positive about the quality of teaching.

## **Behaviour and safety of pupils**

Pupils, parents and carers are overwhelmingly positive that the school is a safe place to be. In discussion, pupils stressed how well the adults look after them and said they would be confident in going to an adult if they were worried about anything. They have a secure understanding of what constitutes bullying by the time they are in Years 5 and 6, and take active steps to prevent it through their involvement in anti-bullying week. They have learned about the dangers of cyber-bullying, for example, and feel that bullying rarely happens. Some younger pupils said that there is occasional name-calling by a few pupils, but they had confidence that the adults would deal with this if they reported it. Pupils' understanding of how to keep themselves safe is strengthened by the school's provision for anti-drugs

education, alcohol awareness and road-safety, for example, enhanced by contributions from outside agencies such as the fire brigade and police.

Behaviour is good, particularly in lessons, where it contributes to good achievement. The views of parents, carers and pupils themselves support this. Pupils behave well around the school, in assemblies and at break times. Boys and girls from different backgrounds have good relationships and play and work together happily. Pupils are realistic about behaviour, and know that thoughtless behaviour or occasional inattention in class can happen, but say that this is dealt with well, and does not interfere with their work, or stop them enjoying school. Their enjoyment is confirmed by above-average attendance in the last two years, a major improvement since the last inspection.

## **Leadership and management**

The headteacher and senior leaders, increasingly supported by a newly organised team of middle leaders, provide clear educational direction to the school. This has led to a shared approach which has improved teaching and pupils' progress in the last two years. This demonstrates the school's good capacity to improve further. Members of the governing body have an accurate view of the school's strengths and weaknesses, and are well placed to hold it to account for its performance. They ensure that safeguarding arrangements meet requirements.

The regular monitoring of teaching facilitates constructive feedback to colleagues, and the provision of effective professional development that helps them improve their practice. A more cohesive approach to assessment provides good data that teachers use well to ensure that pupils are usually given work at the right level. The data clearly identify the attainment of each individual pupil, and those whose attainment is below average are given extra help to catch up. However, the data are not organised to give leaders a clear view of the progress of different year groups, or of different groups within each year. This information can only be extracted from the current system with time-consuming and laborious efforts. Although the school works hard and effectively to ensure that all individual pupils have equal opportunities, the monitoring of any differences in outcomes for groups is made difficult by this system, and issues are not always picked up quickly. In addition, the electronic system to give an overview of termly progress for individuals has a defect which produces some misleading, inaccurate results.

The curriculum has improved with better links between subjects. New topics that greatly interest pupils have raised achievement, especially for boys. A new arrangement to set pupils into ability groups for English is proving very effective. In the Reception Year, there is a good balance between adult-directed activities and those chosen by children. The curriculum makes a strong contribution to spiritual, moral, social and cultural development, especially through specific lessons on personal development, as well as in religious education and assemblies. Better attention is paid to cultures from around the world than at the time of the previous inspection.

## 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 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.**



26 March 2012

Dear Pupils

**Inspection of Oswaldtwistle St Andrew's Church of England Primary School, Accrington, BB5 3LG**

Thank you for all your help and for your cheerful welcome when we inspected your school. You told us that you enjoyed school, and we could see that you did. I expect that is why your attendance is above average.

Your school is providing you with a good education, and has improved since the last inspection. You have made better progress, especially in the last two years, so your achievement is now good. This is because your teachers are skilled at helping you to learn, and give you lots of interesting things to do. They try to make sure that the work you get in class is just right for you but, occasionally, some of you get tasks that are too hard or too easy. We have agreed with the school that they are going to work to improve this. You all get along well together, and are well-behaved, polite and sensible. This is a big help when you discuss things together in class. To help you do even better, we have asked the teachers to give you more help in organising your talk when you do this, and to keep a more careful eye on how the discussion is going.

The adults are good at organising the school and keep a careful check on each pupil's progress, so they can give extra help to anyone who needs it. The systems that they use to do this do not give a very clear picture of how each class, or different groups in a class, make progress from term to term. We have agreed with your headteacher that she and the other adults are going to work to improve this.

You can help the adults to make the school even better by keeping up your good behaviour and hard work. We hope you carry on enjoying life at St Andrews.

Yours sincerely

Steven Hill  
Lead Inspector

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