

Oswaldtwistle Moor End Primary School

Inspection report

Unique Reference Number	119187
Local Authority	Lancashire
Inspection number	363893
Inspection dates	28–29 June 2011
Reporting inspector	Jean Kendall HMI

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	170
Appropriate authority	The governing body
Chair	Mrs Rachel McClure
Headteacher	Mrs Victoria Milne
Date of previous school inspection	11 May 2010
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. They observed teaching and learning in 11 lessons and nine teachers were seen. Inspectors looked at pupils' work in every year group. They held meetings with groups of pupils, staff, the Chair of the Governing Body and local authority representatives. They observed the school's work, and looked at documentation including safeguarding procedures, monitoring, self-evaluation and improvement planning. Inspectors took account of 79 parental questionnaires, 61 pupil questionnaires and 16 questionnaires returned from staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The standard of pupils' work in their books and their progress in lessons.
- How well activities in lessons are matched to pupils' learning needs and interests.
- The quality of provision for pupils with special educational needs and/or disabilities and the impact on their outcomes.
- The effectiveness of school leaders and the governing body in improving teaching and raising pupils' achievement.

Information about the school

The school is smaller than average. The vast majority of pupils are from a White British background. The proportion known to be eligible for free school meals is broadly average. Early Years Foundation Stage provision is in morning and afternoon part-time Nursery classes and one Reception class. The school has a Special Educational Resource Facility (SERF) providing speech and language support for children up to the age of seven, who have a statement of special educational needs. Children in SERF are from a broad area but are on the school's roll. The proportions of pupils with special educational needs and/or disabilities and a statement of special educational needs are above average. The school provides before- and after-school care in an independently run provision (Reference number: EY345035), which is inspected separately. The latest inspection report for this provision can be found at www.ofsted.gov.uk. The school has Healthy Schools status and the Artsmark.

The previous inspection gave the school a Notice to Improve. Significant improvement was required in relation to the quality of teaching, pupils' learning and achievement and the 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: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

In accordance with section 13(4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires a notice to improve. It is providing a satisfactory standard of education and satisfactory value for money. Aspects of the school's work are good, including the care, guidance and support to pupils and partnership working with other schools and agencies.

The school has successfully tackled inadequacies identified at the previous inspection under the effective leadership of the headteacher. She has been ably supported by the seconded deputy headteacher who joined the school in February 2011. Teachers and non-teaching staff have shown drive and commitment to improve the quality of provision and this is beginning to raise pupils' achievement. Their concerted efforts have greatly improved the indoor learning environment, creating a good ethos for learning.

Teaching has improved and is currently satisfactory or better in all classes. As a result most pupils are making at least satisfactory progress in their learning. Pupils with special educational needs and/or disabilities are well taught in the SERF unit and make good progress. Those in mainstream classes make satisfactory progress alongside their peers. Good teaching in Year 2 and Year 6 is helping pupils to make more rapid progress in these classes.

Attainment is now above national averages in Year 2 and close to national averages in Year 6 in mathematics and reading. Pupils' writing is below average but has improved as they have been given more exciting writing opportunities and good guidance for improvement. However, many pupils are still working below age-related expectations in Years 3 to 5 because the pace of teaching is not as rapid. The school is in the process of revising the curriculum to introduce more exciting topics and opportunities for pupils to apply their skills creatively. There is a need to ensure that pupils are taught age-appropriate basic skills in all classes, as this develops.

Pupils have responded very positively to the improvements in the indoor learning environment. Their behaviour in lessons is good. Effective care and good safeguarding procedures ensure that pupils feel very safe and make good gains in their health and well-being. However, the playground area for pupils in Key Stages 1 and 2 lacks stimulation and behaviour at play-times is not as good as it is in lessons. This is a concern shared by a number of parents and carers who returned questionnaires. A significant minority of parents and carers also feel that they are not well enough informed of developments and their children's progress at school. Nevertheless, most parents and carers are pleased with their children's experience, stating, for example, that their children are, 'very happy at school' and 'enjoy lessons'.

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School leaders have put effective systems in place to monitor the quality of teaching and track pupils' progress. These provide staff and governors with a clear understanding of the school's performance and areas that require further development. Key stage leaders are making an increasingly effective contribution. However, the roles of subject leaders are not as well developed. All staff show commitment and drive to bring about further improvement and the school has satisfactory capacity to sustain the improvements.

Up to 40% of the 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?

- Quicken the pace of learning so that attainment in both English and mathematics is in line with the national average at the end of Year 6 by:
 - ensuring that pupils are taught age-appropriate basic skills progressively in every class.
- Develop the use of the outdoor play areas for pupils in Key Stages 1 and 2 by:
 - creating a more stimulating environment on the playgrounds and field
 - involving pupils in design, development of behaviour code and as play leaders
 - developing the role of adults in leading constructive play.
- Improve communication with parents and carers so they feel well informed about their children's progress and the school's achievements.
- Clarify roles and develop leadership skills of subject leaders.

Outcomes for individuals and groups of pupils

3

Pupils are enjoying a broader range of activities that are appropriately matched to their abilities and interests. They are making at least satisfactory progress in lessons. The downward trend in attainment has been halted and, overall, achievement is satisfactory for all groups of pupils. The underachievement by boys, identified in the previous inspection, has been tackled successfully. Most pupils in Year 2 attained at average levels or above in the recent standardised assessment tasks. Pupils in the current Year 6 class are attaining close to average levels in mathematics and reading. Attainment in writing is below average but the quality of pupils' work shows considerable improvement compared with previous years. There are gaps in their basic literacy skills because they have not been taught well enough in the past.

Pupils' enjoyment is enhanced through the varied range of before- and after-school activities, trips out and visitors to the school. Most pupils participate fully in school life, attend well and are punctual. Attendance is in line with the national average overall. Health and safety is promoted well in lessons, giving pupils a good understanding of how to maintain a healthy lifestyle and keep safe. Pupils make a satisfactory contribution to the school through their good behaviour and positive relationships in lessons. However, their opportunities to influence decision-making and develop leadership skills have been limited of late. Pupils are keen to develop the school council and there are plans in place to help them do so.

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Pupils have a keen sense of fairness and respect the classroom rules. They develop their social skills well in the classroom, where they value each other's achievements and rightly take pride in their own. They work well collaboratively and show perseverance with their work. These skills, together with their improving basic skills prepare them adequately for the next stage of their education. However, the rules for behaviour at play-times and lunch-time are not defined clearly enough. Pupils have limited opportunity to develop their social skills and take responsibility in that context, for example, as play leaders, in games and as buddies to younger children. Pupils show respect for people from different cultures and are able to reflect on their experiences.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teaching is securely satisfactory with some good practice across the whole school. Planning now takes adequate account of pupils' prior learning and so activities are appropriately matched to their learning needs and ability. Good quality marking provides pupils with clear guidance on how to improve their work. The most effective lessons have a range of activities that challenge pupils' thinking and enable them to apply and develop key skills. In the best lessons, teachers explain new concepts and tasks very well so pupils are able to explore their own learning, work independently and rise to challenges. Some lessons are less effective because pupils listen for long periods, questioning is used less

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skilfully and activities are based on completing an activity previously modelled by the teacher. Consequently, pupils have limited opportunities to think creatively.

The curriculum adequately meets pupils' needs. Grammar and punctuation are now covered in sufficient depth and there are many more opportunities for pupils to develop writing skills across the curriculum. Assessment is accurate and is being used to plan appropriate activities in lessons and further support for pupils who need it. Teaching assistants provide good support in some lessons, but their skills are not always used to best effect in others. This is already identified as an area for improvement in the school's plans.

Staff provide good care, guidance and support for pupils. Relationships are constructive and staff are encouraging so that pupils feel secure. They help pupils grow in confidence and self-esteem. Pupils and families whose circumstances make them most vulnerable receive good support from the learning mentor. Pupils with a statement of special educational needs are well supported in the SERF and make good progress in their learning and personal development. They are well integrated into the mainstream classrooms on occasions. Those with special educational needs and/or disabilities in mainstream classes receive satisfactory support with their learning and good support for their personal development and well-being.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

The headteacher and senior leadership team have driven through improvements with rigour and determination. Staff have shown commitment and have worked hard to develop their skills and make lessons interesting and effective. They have fully embraced opportunities for professional development. Governors have also been active in improving their skills and increasing their involvement in improvement planning and monitoring. Through strong teamwork, everyone is playing an important part in improving the quality of provision and raising pupils' achievement. The school is taking effective action to promote equality of opportunity and ensure that groups who were previously underachieving make more rapid progress. Pupils show respect and consideration for each other and there are good procedures to tackle discrimination should it occur. Some initiatives are at early stages of implementation and have not had time to become fully embedded. However, there are firm foundations in place on which to secure further improvement.

The school has developed a range of effective partnerships with local schools and extended services to strengthen the quality of provision and enhance the curriculum.

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The school works very effectively with outside agencies to support the most vulnerable children and promote their well-being. Good safeguarding procedures are in place to keep all pupils safe. The school is secure and recommended good practice for staff recruitment and child protection is followed by all staff. Governors and staff know the local community well and promote community cohesion adequately. School leaders are aware that some parents and carers feel they could be better informed and are keen to take this forward, with the support of governors.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children in the Early Years Foundation Stage are happy, active learners. Most children enter the Nursery with skills and abilities that are below those expected of children their age. Adults are supportive and encouraging, helping children to settle quickly, feel very safe and grow in confidence. Children play and learn well together and their behaviour is good. They make satisfactory progress in most areas of learning, so they are adequately prepared for the next stage of their education. Children make more rapid progress in their numeracy skills than they do in their literacy skills because teaching has been stronger in numeracy. Teachers are aware of this and are providing more activities and adult support to develop children's language skills.

Children enjoy a range of activities and experiences both indoors and out. The new outdoor area provides many interesting opportunities for learning although it is not currently being used to its full potential to support children's independent learning. Adults are well deployed to support learning and maintain safety. Teaching is satisfactory overall, with some good practice. It sometimes lacks pace in the whole- class sessions and opportunities to follow up learning in the independent activities are occasionally missed. Leaders are aware of where improvements can be made and are moving practice forward.

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Assessment is used effectively to plan relevant learning opportunities and review children's progress. Staff have good relationships with parents and carers, who are warmly welcomed. The 'Big Picture' books have been a popular development to help them see where learning is taking place and know how they can support learning at home.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The vast majority of parents and carers who returned questionnaires feel that their children enjoy school and are happy with their children's experience. However, a significant minority would like to be better informed about their children's progress. A number also expressed concern about the way the school deals with unacceptable behaviour. Their comments relate mainly to the management of behaviour in the playground. Inspectors found that both of these aspects are in need of improvement. Inspector's found leadership and management of the school to be effective; they have tackled the inadequacies found at the previous inspection well.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Oswaldtwistle Moor End Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 79 completed questionnaires by the end of the on-site inspection. In total, there are 170 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	43	54	34	43	1	1	1	1
The school keeps my child safe	53	67	25	32	0	0	0	0
My school informs me about my child's progress	24	30	39	49	15	19	1	1
My child is making enough progress at this school	30	38	39	49	7	9	1	1
The teaching is good at this school	28	35	46	58	4	5	0	0
The school helps me to support my child's learning	26	33	42	53	9	11	0	0
The school helps my child to have a healthy lifestyle	34	43	42	53	1	1	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	25	32	37	47	4	5	0	0
The school meets my child's particular needs	31	39	38	48	4	5	1	1
The school deals effectively with unacceptable behaviour	14	18	47	59	14	18	2	3
The school takes account of my suggestions and concerns	24	30	38	48	10	13	1	1
The school is led and managed effectively	21	27	40	51	10	13	2	3
Overall, I am happy with my child's experience at this school	32	41	34	43	7	9	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and 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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

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.



1 July 2011

Dear Pupils

Inspection of Oswaldtwistle Moor End Primary School, Accrington, BB5 3JG

Thank you for making us so welcome when we inspected your school recently. We found that your school has improved since its previous inspection and is now providing a satisfactory education. The school's leaders and all staff have worked very hard to improve the learning environment and help you achieve your best. You told us that lessons are more interesting now and we agree. Activities are appropriately matched to your learning needs and interests.

Better teaching is helping you to make at least satisfactory progress in your learning. Attainment has improved and is now above average in Year 2 and close to average in Year 6 in reading and mathematics. Writing has improved a lot but is still lower than it should be. Teachers are giving you good advice to improve your writing when they mark your work. We were pleased to see that you are trying hard to use punctuation and capital letters correctly.

We found that all staff provide you with good care, guidance and support. This helps you to feel very safe and make good gains in your health and well-being. Your good behaviour in lessons is a credit to you. However, a few pupils are not as well behaved as they could be at play-times. Please thank your parents and carers for returning questionnaires. Most of them are very pleased with the school but a few feel they could be better informed. There are four areas that we have asked the school to carry on improving. These are:

- Ensure that you are taught age-appropriate basic skills and make more rapid progress in every class.
- Create more interesting play areas for pupils in Key Stages 1 and 2. We have asked teachers to involve you in designing this and agreeing a behaviour code.
- Improve communication with your parents and carers so they feel well informed about your progress and the school's achievements.
- Clarify roles and develop leadership skills of subject leaders.

We would like to wish everyone at your school every success in the future.

Yours sincerely

Jean Kendall

Her Majesty's Inspector, on behalf of the inspection team

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