

# Colne Primet Primary School

Tatton Road, Colne, Lancashire, BB8 8JE

**Inspection dates** 9–10 October 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils enjoy school, and show great enthusiasm for all activities. They are well cared for so they feel safe and valued.
- Pupils achieve well and make good progress from their starting points. By the time pupils leave the school, they attain national expectations in English and mathematics.
- Pupils known to be eligible for the pupil premium make rapid and sometimes outstanding progress because their needs are very well met. Disabled pupils or those with special educational needs progress at a similar rate to their classmates.
- Behaviour is good. Pupils of all ages mix happily with consideration for others, both in the building and when playing outside. They have good relationships with staff, and are very friendly and polite, and keen to help.
- Teaching is good and some is outstanding. Well planned lessons, based on good assessment and tracking information capture pupils' interest so they have positive attitudes to learning. Reading is taught well and pupils enjoy a variety of books and stories.
- Senior leaders' unswerving vision for ongoing improvement is shared and supported by all staff. Thorough and accurate self-evaluation together with rigorous monitoring has successfully raised achievement and improved the quality of teaching and learning.
- Governance has improved rapidly since the previous inspection and is now good. Governors know the school well and provide knowledgeable challenge and support in the drive for further improvement.

### It is not yet an outstanding school because

- Some teaching requires improvement in order to be good or better.
- Attainment in writing, particularly for boys, is improving but remains weaker than in reading or mathematics.

## Information about this inspection

- Inspectors observed learning and teaching in 15 lessons, visited small group activities and heard a number of pupils read.
- Meetings were held with staff, pupils and members of the governing body. Inspectors also spoke with a representative of the local authority.
- Inspectors looked at documents, including the school’s own monitoring of teaching, self-evaluation, pupils’ progress records and arrangements for safeguarding.
- No responses were recorded on the on-line questionnaire (Parent View). Inspectors took account of the school’s own questionnaires for parents and scrutinised staff questionnaires. Inspectors also spoke to parents as they brought their children to school.

## Inspection team

Kathleen McArthur, Lead Inspector

Additional Inspector

Juliet Demster

Additional Inspector

# Full report

## Information about this school

- The school is smaller than the average primary school.
- There is a higher proportion of girls than boys. Most pupils are White British, others are of Asian heritage and a small number are from Eastern Europe. Nearly all speak English as their first language.
- The proportion of pupils supported through school action is above average and the proportion supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils known to be eligible for the pupil premium is well above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Ensure all teaching is good or better by:
  - giving pupils more time to practise new skills and to work collaboratively and share their learning
  - ensuring all staff are fully trained and confident when teaching phonics (letters and the sounds they make)
  - ensuring all staff have a secure understanding of what levels the pupils are working at in order to provide even more tightly focused tasks
  - sharing more widely the skills, expertise and best practice already found in the school.
- Raise the quality of pupils' writing throughout the school, particularly for boys, by:
  - further enhancing the range of materials and resources to inspire pupils' ideas, so they can make more imaginative vocabulary choices and enrich their writing
  - ensuring adults carefully model a consistent style of handwriting and always expect their pupils to use this.

## Inspection judgements

### The achievement of pupils is good

- Children start school with skills below those expected for their age, especially in communication, language and personal development. Good teaching, the caring environment and a stimulating curriculum ensure they feel safe, secure and ready to learn. Children enjoy investigating the different activities, especially outdoors, so they progress well and enter Year 1 well equipped for further learning.
- Pupils continue to progress well in Key Stage 1 and reach the nationally expected levels for their age in reading, writing and mathematics. Over time, there has been a sustained rise in attainment.
- In Key Stage 2 there is a similar upward trend in attainment and good progress. Attainment at the end of Year 6 is average in English and mathematics. Outcomes were particularly strong in 2012 when a significant proportion of pupils attained the higher level in English and mathematics, with examples of outstanding progress in both subjects. The school's tracking data show that pupils currently in Year 2 and Year 6 are on course to continue the rising trend in attainment.
- Well organised teaching of reading, with daily letters and sounds activities in small groups, ensure pupils acquire the reading skills they need to support learning in all subjects and equip them well for the future. However, there are minor inconsistencies in the delivery of these activities because a few staff have not received recent training.
- Pupils told inspectors how much they enjoy reading, naming favourite books, stories and authors such as Roald Dahl and Michael Morpurgo. Pupils of all ages know how to tackle unknown words by 'sounding them out', although some find it harder to blend the letter sounds together into words. Many said their families hear them read at home.
- Writing skills often lag behind reading and mathematics, particularly for boys. Pupils often find it difficult to express and organise their ideas orally and in writing, and do not always use a varied, lively vocabulary to add interest and enrich their work. Actions to overcome this include writing clubs, activities and materials aimed to capture and inspire boys' interest. These are beginning to make an impact but school leaders are aware that there is more work to be done.
- Most pupils try to present work neatly but their handwriting sometimes lessens the quality of their work, and staff do not always demonstrate a consistent style or insist on good presentation.
- Disabled pupils and those with special educational needs progress in line with their classmates and are fully included in all activities. Provision is well led and organised, closely directed to their individual needs.
- Those known to be eligible for the pupil premium often make better progress than their peers due to well targeted enrichment activities and support, including one-to-one mentoring for individual pupils.
- In the school's survey, parents say their children progress well and inspectors agree.

### The quality of teaching is good

- Since the previous inspection, decisive actions by school leaders have raised the overall quality of teaching, resulting in good achievement by pupils. Inspection evidence and school monitoring records show that, overall, teaching is good and some is outstanding. However, small pockets of teaching remain that are not yet good and the best practice found in the school is not fully shared.
- Asked which lessons they enjoy most, one pupil spoke up saying, 'Everything!' and all agreed their lessons are interesting. Good behaviour and friendly relationships were seen in all lessons. Pupils are keen to learn, cooperate well with their 'talking partners' and tackle their tasks willingly. In Year 2, pupils had great fun using simple but effective hand signals to remind them

to use capital letters, finger spaces and full stops.

- Planning is of good quality and tasks are usually well matched to pupils' ability. A clear, easily accessible assessment and tracking system is now in place which provides accurate information about pupils' progress. Occasionally, staff perceptions of the levels their pupils are working at vary, so in a few instances, tasks are not always aimed at precisely at the right level.
- Staff use praise very effectively to support pupils' efforts then challenge them to try harder, and pupils respond well. Work is marked thoroughly, with clear feedback to help pupils improve. Pupils are given time to respond to teachers' marking and say this is useful. They are well aware of their targets and very keen to reach them and tackle the next level.
- Most lessons move along at a lively pace and keep pupils on their toes. Well established routines ensure pupils feel secure and move between different activities without wasting any time, as seen when the Reception class children eagerly began using new technology to photograph different shapes.
- Occasionally, teachers talk for too long and do not give pupils enough opportunities or time to practise their skills and work together to share learning. Writing out long learning intentions can also limit available time for using and practising new skills.

### **The behaviour and safety of pupils** are good

- The school is a happy harmonious community where pupils say they feel safe. Pupils and parents have positive views of behaviour and safety, and inspection evidence confirms this.
- Pupils are proud of their school and carry out responsibilities eagerly and sensibly. For example, caring for the school's pet rabbit, or acting as 'playground buddies' and organising games for younger pupils and taking responsibility for tidying equipment. The attractive school grounds have been thoughtfully planned to provide different areas. Pupils have plenty of space and varied activities so they behave well and enjoy being outside.
- The clear behaviour management system is applied consistently. Pupils know and understand the green, yellow and red code and say the school rules are fair. Pupils are extremely keen to be 'green' and know they can earn rewards not only for work and behaviour but also for wearing the correct uniform, attending regularly, doing their homework and bringing kit for physical education lessons. This helps them develop greater personal responsibility in preparation for the future.
- Pupils say they feel safe because, 'Teachers always watch us and friends help us'. Incidences of bullying are rare, as are exclusions. Pupils are aware of different forms of bullying, such as cyber bullying, and know that to keep themselves safe they should never give out personal information on the internet. Pupils trust the staff and are confident that they listen to their problems and act on their concerns.
- Attendance is average, supported by rigorously applied policies and procedures and rewards for pupils. However, a very small number find it difficult to arrive on time each day.

### **The leadership and management** are good

- Leaders and managers and all staff are united in an ambitious vision and commitment to provide the best opportunities for every pupil. School self-evaluation is thorough and accurate, demonstrating that senior leaders know exactly what needs to be done to secure further improvement. Middle leaders and managers have secure knowledge of their areas of responsibility and contribute effectively to development planning.
- The quality of teaching is closely monitored and support directed where needed. Rigorous staff development and performance management strategies are in place. As a result, the quality of teaching has improved, which in turn has successfully boosted achievement. However, some pockets of teaching require improvement, a few staff have not received recent training in

delivering letters and sounds activities and the best practice found in the school is not fully shared.

- The local authority rightly provides light touch support for this good school.
- The well planned curriculum provides interesting activities that promote pupils' academic and personal development well. Consequently, they are keen learners, behave well and become increasingly responsible as they move through the school. Literacy and numeracy are appropriately prioritised, so pupils progress well in acquiring the skills that support learning across all subjects. In an excellent history lesson, Year 3 pupils used their literacy skills to prepare lists of questions to ask a visitor who had been evacuated during the war.
- Visits enhance classroom learning effectively. The wide range of extra activities is very popular, including sports coaching and after-school clubs. Spiritual, moral, social and cultural development is promoted well, and extends pupils' knowledge and respect for different communities beyond their locality. Choir members are due to sing in a concert in Manchester along with many other schools.
- Great care is taken to ensure pupils of all backgrounds and abilities have equal access to everything the school provides.
- Arrangements for safeguarding meet all statutory requirements. The school is safe and the site is secure and well maintained.
- **The governance of the school:**
  - Governors are well informed and hold leaders to account on attainment, progress, safeguarding procedures and pupils' well-being. The governing body has a good understanding of the strengths of the school and priorities for improvement. Governors ensure financial affairs are managed efficiently and resources used effectively, in particular, the well targeted use of the pupil premium funding.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	119173
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	401818

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	157
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Gerry McCabe
<b>Headteacher</b>	Karen Blacoe
<b>Date of previous school inspection</b>	9 March 2010
<b>Telephone number</b>	01282 864607
<b>Fax number</b>	01282 864607
<b>Email address</b>	head@primet.lancs.sch.uk



Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', 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).



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 and as part of the inspection.

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 educational 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 St  
Manchester  
M1 2WD

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

© Crown copyright 2012