

Duke Street Primary School

Duke Street, Chorley, Lancashire, PR7 3DU

Inspection dates 23–24 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
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 because:

- Pupils, including disabled pupils and those with special educational needs, make good progress in their work and achieve well.
- The teaching and support for children in the Early Years Foundation Stage are strengths of the school.
- Teachers assess pupils well and give them useful marking and feedback to help them improve further.
- The quality of teaching overall is good and improving because of checking by senior leaders and carefully chosen training.
- Teachers and other adults provide very good care and support to pupils going through difficult times so that they feel safe and valued.
- There is a good range of curriculum and additional activities offered to pupils both during and after school hours.
- The school has worked hard to upgrade its classrooms and resources, which are now attractive and encourage pupils to learn.
- The school has a good leadership team that is well supported by a strong governing body. The school is therefore good and improving on all fronts, including pupils' achievement.
- There are good partnerships with other professionals that benefit pupils.
- There is a pleasant atmosphere in the school that encourages the promotion of social, moral, spiritual and cultural development. Pupils behave well in and out of lessons. One or two who have difficulties in their behaviour are mostly well-managed by skilful staff.

It is not yet an outstanding school because

- Teachers do not always adapt certain parts of lessons so that they suit every pupil.
- Not all staff know how best to support pupils who find it hard to control their behaviour.

Information about this inspection

- Inspectors observed 18 lessons taught by 11 teachers and three teaching assistants, including two joint observations with the headteacher and deputy headteacher. Inspectors also completed three series of short visits to classrooms.
- Meetings were held with groups of pupils (to hear them read or talk about their school), governors, and a representative from the local authority, staff, including the senior leadership team, subject leaders and teaching support staff.
- Inspectors considered nine responses to the online questionnaire (Parent View), a recent school questionnaire of parental views (44 responses) and a discussion with three parents in school.
- Inspectors received and analysed 16 staff questionnaires.
- Inspectors looked at assessments of pupils' progress, workbooks, the school improvement plan, policy documents, risk assessments and governing body agendas, minutes and reports.

Inspection team

John Ashley, Lead inspector	Additional Inspector
Eric Craven	Additional Inspector
Janet Keefe	Additional Inspector

Full report

Information about this school

- This is a larger than average-sized primary school.
- A separately managed Nursery and Children’s Centre is on the same site as the school.
- The proportion of pupils known to be eligible for the pupil premium is above the national average.
- The percentage of pupils who have extra support from the school through school action and those at school action plus because of their special educational needs or who have a statement of special educational needs is above the national average.
- A below-average proportion of pupils are at the early stages of learning English as an additional language.
- In 2011, the school met the current floor standards, which set minimum expectations for pupils’ attainment and progress.

What does the school need to do to improve further?

- Raise the quality of teaching so that all of it is good and much more is outstanding by:
 - ensuring that all pupils benefit fully from the parts of lessons when the teacher is asking pupils questions.
 - ensuring that when the whole class is listening to the teacher, full use is made of additional adults to help all pupils fully understand what is being discussed.
- Develop the ability of staff to meet the needs of pupils with behavioural, emotional and social difficulties by:
 - further training for all staff in dealing with such pupils
 - sharing the good practice already happening in the school.

Inspection judgements

The achievement of pupils is good

- From starting points typically below the expectations for their age, children make good progress in the Reception Year, achieving in line with or above national expectations at the end of their time here. The school works in partnership with the children's centre to identify children who need extra help. Parents are given guidance so they can boost their children's reading and self-esteem.
- The large majority of pupils, including disabled pupils and those with special educational needs, those who are deemed eligible for pupil premium funding and pupils who speak English as an additional language, continue to make expected or above expected levels of progress by the end of each key stage. By the end of Year 6, attainments are in line with national levels.
- In the Rainbow Room, pupils with additional social, personal or emotional difficulties receive sensitive teaching and support. They make significant progress in developing their social and communication skills when learning how to shake hands, smile and keep eye contact while holding a simple conversation.
- The school targets individuals and groups who might benefit from additional help and support, for example in developing social, literacy and communication skills. As a result, pupils throughout the school have a positive approach to reading, using good strategies to sound out words. They practise their skills regularly, making progress because they are well-supported by staff. The school encourages and supports parents to follow up reading and spelling practice at home.
- Pupils throughout the school respond well to 'next steps' marking where staff let them know what they have achieved and what they need to work on next. Pupils' workbooks show improvements in independent writing where teachers have insisted on correct spelling and punctuation.
- Older pupils enjoy and respond very well to lively approaches in the teaching of French. They make rapid progress in their understanding and use of French words.
- Pupils' attention in lessons is good because they respond well to clearly explained instructions and praise for their efforts. Boys, too, have become more interested and achieved well in their learning when teachers have planned particular themed lessons (for example, the 'Bat Cave' topic). Pupils eligible for pupil premium support and those who speak English as an additional language also make good progress in reading and writing by the end of Key Stage 2 so that they are more confident to work with independence in lessons.

The quality of teaching is good

- The quality and consistency of teaching since the last inspection has improved.
- Teaching over time is good, with some that is outstanding. Very occasionally, teaching requires improvement, especially where planning is not pitched to meet individual needs, or where question and answer techniques are not used to benefit all pupils. In such cases, the same worksheets might be used for pupils who have different reading or spelling abilities, or the staff feedback to one pupil might not then be shared with the whole class. Where teachers' questioning techniques are good, pupils are given the chance to explain their reasoning to the rest of the class, for instance when deciding whether to round numbers up or down.
- Where teaching is outstanding, teachers encourage pupils to work together by telling them that 'scientists work as a team'. Interesting problems posed by the teacher lead to pupils eagerly investigating such questions as whether sound travels round corners.
- Positive relationships in lessons also help to ensure that pupils are busy and enjoy learning. For example, Key Stage 1 pupils were absorbed in acting out roles of adults giving out merit awards for good manners and behaviour in a lesson about recipes.
- Teachers generally make very good use of assessment information about each pupil to help plan their lessons. Marking in pupils' books alongside good teaching of letter sounds and spelling helps pupils to read and write without too much help from adults.

- Careful assessment of each child's learning helps teachers and teaching assistants to identify groups and individuals for additional learning support which then leads to good progress in reading and spelling. A small group of Year 1 lower-ability readers made good progress in learning letter sounds because the teaching assistant made sure that the work was just hard enough.
- On occasion, where planning has not fully taken account of individual needs, learning slows down, especially when written instructions are sometimes too difficult for particular pupils to read and understand.
- During those occasions where the teacher is talking to the whole class, support staff do not always take the opportunity to move between pupils to check on their understanding and encourage them to attempt to answer questions.
- Pupils respond well to the attractive displays and reward charts. In a Year 6 class, pupils spoke with understanding about their reading and writing targets which were helpfully illustrated on the nearby display board.

The behaviour and safety of pupils are good

- Pupils' behaviour in and out of lessons is good. They have good attitudes to learning, and are considerate to each other, staff and visitors.
- There is a positive feel to the school. Displays on the corridors and in classrooms are bright and cared for.
- Occasionally, behaviour is not always managed consistently according to school policies leading to some pupils' behaviour detracting from other pupils' learning.
- Attendance has improved to match national averages. Pupils know that they should attend well or they will 'get behind'.
- Although one or two parents express some concern about behaviour at playtime, the evidence indicates that pupils play cooperatively on the yard, making good use of the climbing frame or playing chase games. They respond well when lining up to go back into lessons. Behaviour is well-managed at playtime and the atmosphere is happy and friendly. Pupils say that any problems are sorted out by the adults on duty.
- The school council members feel that they have a say in what the school does, for example changing the toilets and playground arrangements. They and other pupils feel safe because of the clear rules about safeguarding. They know, for example, that they must report any cases of visitors not wearing an identity badge.
- The school is developing good arrangements for those who need help in controlling their own behaviour needs through the 'Rainbow Room'. This is having the effect of reducing fixed-term exclusions so that behaviour concerns are addressed on site by staff who are becoming more skilled in supporting pupils with these complex needs.

The leadership and management are good

- The senior leadership team has worked well with the governing body to tackle the areas for improvement. With local authority support that has included much work in helping the school to improve the quality of teaching and to track pupils' achievement and progress, the leadership team has ensured that all staff share very high expectations for the school.
- There has therefore been great improvement all round since the last inspection. Leaders make good use of assessments of pupils' progress and information from checks on teaching then decide what needs improving and how to achieve this. The formal arrangements for linking teachers' performance with training, salaries and responsibilities have helped to improve teaching so it is now good.
- Leaders now know that the next steps include the encouragement of other staff to lead on particular school improvement projects such as the development of consistent care, support and management of pupils with social and emotional difficulties.

- Pupil premium funding has been used well to benefit particular groups in Reception and Year 3 by increasing teaching support hours.
- The school has developed a varied, topic-led curriculum that is enriched through themed activities, such as 'Duke Street's got Talent!' and an 'Olympics Sports Event', which have appealed to a wider range of pupil groups.
- The school provides well for spiritual, moral, social and cultural development. Contributions are made by many aspects of school life such as excellent art displays, fund-raising activities, links with local special schools in sports events, involvement in moral issues such as traffic calming outside the school and links with The Gambia.
- Some very good work has been achieved with parents and families in partnership with the children's centre so that pupils with particular difficulties are identified very early on before they come to the school. This means that extra help is provided quickly, one way in which the school ensures that all groups have equal opportunities to learn.
- There are productive links with other local headteachers and deputy headteachers that have led to conferences and sharing of good practice.
- Arrangements for safeguarding are fully in place as are necessary risk assessments for off-site visits and arrangements for safe recruitment of staff.
- **The governance of the school:**
 - Governors are well-informed about the school. Committees ensure that governors provide support and ask searching questions about staffing, finances, quality of teaching, pupil achievement and the curriculum. Governors have supported improvements in the accommodation, resources and recruitment of new staff through close attention to the school's budget. They have undergone suitable training for safe recruitment and attend other local authority courses.

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

Unique reference number	119352
Local authority	Lancashire
Inspection number	401835

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	4 – 11
Gender of pupils	Mixed
Number of pupils on the school roll	268
Appropriate authority	The Governing Body
Chair	Nigel West
Head teacher	Andrew Kidd
Date of previous school inspection	23 March 2010
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