

Clayton-le-Woods Manor Road Primary School

Manor Road, Clayton-le-Woods, Chorley, Lancashire, PR6 7JR

Inspection dates 27–28 November 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
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 school that requires improvement. It is not good because

- Achievement in mathematics is not as strong as in English, and overall boys do not achieve as well as girls. This is because in the past three years, pupils' achievement in mathematics has fallen behind. Boys' achievement has not been as good as girls'.
- Not enough pupils have yet reached the standards expected of them by age 11 years although improving teaching is helping them to catch up quickly.
- Occasionally, teaching does not help pupils to learn as well as they should.

The school has the following strengths

- Leaders and managers have comprehensive processes for checking on the quality of teaching. This has led to more lessons being good or better.
- Teaching is good because in most lessons pupils make good progress and it is helping pupils to achieve well in English and to catch up in mathematics from where they had fallen behind. A small amount of teaching still requires improvement,
- The headteacher has accurately identified the school's strengths and weaknesses and clearly knows how to make the school more successful.
- The governing body is fully committed to the school's plans for improvement.
- Children in the Early Years Foundation Stage are taught well and make good progress. This is supported by stimulating learning areas, both indoors and outdoors.
- The school gives good care and support to all pupils who, as a result, enjoy school very much, feel very safe and are well behaved.
- Disabled pupils receive particularly sensitive support.

Information about this inspection

- Inspectors held meetings with staff, members of the governing body and a representative from the local authority.
- Inspectors observed 19 lessons, one of which was a joint observation with the headteacher.
- Inspectors observed break and lunch times, talked to groups of pupils and listened to pupils read.
- Inspectors considered 38 responses to the online questionnaire (Parent View), and one written letter from a parent.
- Inspectors looked at a wide range of documentation, which included assessment information, safeguarding documents, the school's self-evaluation and local authority monitoring reports, as well as samples of pupils' work.

Inspection team

John Shutt, Lead inspector

Additional Inspector

Declan McCauley

Additional Inspector

Full report

Information about this school

- This is an average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium (additional government funding) is below average.
- The proportion of pupils supported by school action plus or with a statement of special educational needs is below average.
- A smaller than average proportion of pupils is supported through school action.
- Most pupils are White British.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The senior management team has recently been strengthened by new appointments.

What does the school need to do to improve further?

- Raise pupils' achievement overall, especially for boys, and in mathematics, by:
 - taking particular care to plan for boys, so that they progress as well as girls, especially in Key Stage 2
 - improving pupils' calculation skills
 - providing more opportunities for pupils to practise their mathematical skills across all subjects.
- Improve the quality of teaching to good or outstanding in all lessons, so that pupils learn and progress even more quickly by:
 - making sure that enough time is provided in every lesson for pupils to be actively learning rather than listening to the teacher for long periods, or sitting too long on the carpet at the beginning and end of lessons
 - improving and sharpening classroom management skills in a very few classes so that all pupils remain focused on their learning and no time is wasted
 - making sure that in every lesson teachers set work that gets the most out of all pupils, including the more-able
 - ensuring that teachers follow the school's best practice when marking pupils' work.

Inspection judgements

The achievement of pupils

requires improvement

- Children in the Early Years Foundation Stage make good progress from starting points that are typical for their age. They progress particularly well personally, socially and emotionally. They acquire effective literacy and numeracy skills.
- In Key Stage 1, over the past three years, standards have fluctuated and attainment in mathematics has been relatively weak. Since then, pupils' progress has improved because of better teaching. Pupils are now making better progress, especially in reading and writing.
- In Key Stage 2, pupils' overall achievement requires improvement because, in the past, boys have not achieved as well as girls, and pupils have not done as well in mathematics as in reading and writing. Inspection evidence from lesson observations and pupils' work, and from reliable school data, indicates that things are getting better quickly and pupils are catching up on previous weaker performance. This is a result of improved teaching and more rigorous assessment of pupils' work and progress.
- Where attainment in writing shows better progress, teachers use effective questioning to link what is already understood to new learning, tasks are well matched to pupils' interests and skills, and pupils show that they are capable of independent learning. Also, pupils practise their writing skills in a good range of subjects and topics.
- Pupils enjoy reading and make good progress. Systematic teaching of letters and the sounds they make in Key Stage 1 makes sure early reading skills are developed well. These skills are built on as pupils progress through the school. By Year 6, pupils enjoy all types of books and are enthusiastic readers.
- Where progress is slower in mathematics, not enough pupils have basic calculation skills. Too few pupils use or apply their mathematical skills across the different subjects.
- As result of sensitive and effective support, pupils known to be eligible for the pupil premium, disabled pupils and those who have special educational needs are making the same progress as other groups of pupils.

The quality of teaching

is good

- The majority of teaching is now good and some is outstanding. It has improved as a result of the work of the current extended leadership team. The effect of these improvements can be seen in the improving progress pupils are making in reading, writing and mathematics. In mathematics, improved teaching is helping pupils to catch up on previous weaker performance where they had fallen well behind.
- Most teachers plan their lessons well in order to make learning lively and interesting. This begins with the youngest children in the Early Years Foundation Stage. The recently developed outdoor learning area provides wonderful opportunities for active learning and discovery. During the inspection, the youngest children were observing, experimenting, note-taking and singing. It was great fun but it was also important learning.
- Most teachers expect pupils to work hard, and encourage them to learn at a quick pace in lessons. History, geography, and all other subjects, are used as areas of interest and investigation. In one outstanding Year 6 lesson, the Aztecs and their enemies were the focus of writing. The teacher helped individual pupils, skilfully questioning their thinking; other pupils were busy with their writing. One pupil wrote that 'their steel-like skin was invincible to Aztec clubs'.
- In the most effective lessons, teachers plan well for all groups of pupils, using what they know about pupils' different abilities to set work that challenges them all to make at least good progress. Questions are probing but give pupils time to think and respond. Teachers provide clear explanations so that pupils know exactly what to do, which allows them to start their work without delay. Resources are skilfully chosen and used to complement and improve teaching and

learning, and this includes the effective use of interactive whiteboards.

- Teaching assistants are valued members of staff and provide good support in class and in small groups. Their sensitive work with disabled pupils is a strength of the school.
- Where teaching is less effective, pupils spend too much time listening to teachers or sitting on the carpet so that the time for pupils to discuss their work, find things out for themselves and complete work is reduced. In a very few lessons, it takes too long for teachers to sort out the misbehaviour of a few pupils, so the pace of learning slows. Occasionally, teachers do not plan tasks that get the most out of pupils, particularly the more-able and boys.
- Teachers mark pupils' work regularly, including homework. Where this works best, teachers follow the school policy so that pupils understand how to improve. However, the policy is not always followed.

The behaviour and safety of pupils are good

- Pupils routinely behave well both in lessons and around the school. They were very polite during the inspection, for example, opening doors for adults as a matter of course. On the vast majority of occasions, pupils have good attitudes to their learning and pupils say they enjoy school. In a very few lessons, pupils say that the behaviour of one or two pupils stops them from getting on well with their work. Almost every parent who responded to the online questionnaire agreed that their child was happy at school. This is also shown by pupils' above average attendance.
- The caring attitude shown by all staff is a strong feature and builds positive relationships between staff and pupils. This helps children to develop a good awareness of, and tolerance towards, others. Pupils take on extra responsibilities with maturity. The strong and active school council makes a difference to life in school for other pupils. These opportunities contribute to pupils' good spiritual, moral, social and cultural development. Children in the Early Years Foundation Stage have very positive attitudes to learning and learn to relate to each other and adults very well.
- Pupils feel safe in school. They have a clear understanding of what makes an unsafe situation. They know that there are different forms of bullying, including cyber-bullying. Children say that there is no bullying in school.
- Parents express few concerns about their children's behaviour and safety.
- Pupils understand what is acceptable and what is not.

The leadership and management are good

- The school's leaders, working in partnership with the local authority, have taken steps to ensure that this is an improving school. The headteacher knows what needs to be done to improve the school further and how to do it. She is well supported by senior staff and has the full support of all staff. Governors are also at the heart of the school's improvements and are determined to bring about improvement quickly.
- Senior staff have identified the need to accelerate pupils' progress, especially in mathematics and that of boys in Key Stage 2, and to further improve the quality of teaching.
- The headteacher has improved the checks made on pupils' attainment and progress so that they are more accurate and detailed. This has helped teachers to set work that is ensuring that pupils reach better standards and make quicker progress and catch up on previous weaker performance, especially in mathematics.
- Leaders have worked successfully to improve the overall quality of teaching, increasing the proportion of good and outstanding teaching. There are thorough checks made on the quality of teaching and on teachers' impact on pupils' progress in individual classes. Where this has identified any underperformance, senior leaders have offered support and advice to help individual staff members to improve. Teachers say that leaders do all they can to improve

teaching. There is an effective focus on improving teaching in mathematics this year.

- Staff performance is managed well so that any progression in salary is linked to the quality of teaching and its effect on pupils' progress.
 - The local authority provides effective support and specialist advice, which is valued by the school. During the course of the inspection, a local authority mathematics expert was discussing improvements to the subject with the school's subject leader.
 - The curriculum is good and improving. The school has been re-thinking how to arrange what it teaches so that pupils can become even more active learners. The curriculum is broad and balanced and enriched well by a variety of school clubs, visits and themed afternoons. During the inspection, imaginative artwork, models and themed writing brought the Tudors and Aztecs to life.
 - Partnerships with parents are very positive. Most parents say they are kept well informed. The school's website is highly informative and updated weekly.
 - Safeguarding arrangements are very effective in ensuring pupils' safety and welfare.
 - **The governance of the school:**
 - Governance is very strong. Governors are astute, well-informed and bring much experience and skill to their work. They are already well aware of the strengths and weaknesses in the school's performance because they are fully involved at every level. They are well informed about the quality of teaching and what is being done to tackle underperformance. They are skilled in handling information on pupils' progress and, therefore, are fully aware of the comparative performance of the school in relation to similar schools. They are fully involved and very well informed about the budget, including the use of the pupil premium funding. There is a close partnership between the governing body and the school. The headteacher is supported fully by the governing body, but, equally, they ask her frequent, searching questions about the strengths and weaknesses of the school.
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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	119318
Local authority	Lancashire
Inspection number	403381

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	244
Appropriate authority	The governing body
Chair	Nick Hodson
Headteacher	Karen Marshall
Date of previous school inspection	11 February 2008
Telephone number	01772 335699
Fax number	Not applicable
Email address	head@manorroad.lancs.sch.uk

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