

Oswaldtwistle Moor End Primary School

White Ash Lane, Oswaldtwistle, Accrington, Lancashire, BB5 3JG

Inspection dates 24–25 April 2013

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.

- From starting points below those typically expected when starting school, pupils now make good progress.
- Standards by the end of Key Stage 2 are broadly average and improving.
- Teaching is usually good and there are examples of outstanding teaching.
- All groups of pupils learn well, including those who are known to be eligible for the pupil premium and those who are disabled or have special educational needs.
- Pupils in the Special Education Resource Facility make good and sometimes outstanding progress.
- Pupils behave well and are polite and courteous to adults and each other. They enjoy their lessons, like their teachers and feel safe in school.
- The headteacher has a clear view of how successful the school can be. Well supported by his effective leadership team, together they are driving improvements forward. This is having a positive impact on the quality of teaching and pupils' achievement.
- Governors know the school; they are very supportive and challenge the school well.

It is not yet an outstanding school because

- There is not enough outstanding teaching in the school.
- Teachers do not always make sure that work given to the more able-pupils is challenging enough. There are times when they spend too long listening to the teacher when they could be getting on with their work.
- When marking pupils' work, teachers sometimes miss the opportunity to help them improve their basic skills in grammar, punctuation and spelling.
- Not all teaching assistants are equally as effective in the support that they offer to pupils.

Information about this inspection

- Inspectors observed 19 lessons or parts of lessons, one being a joint observation with the headteacher, visited sessions delivered by teaching assistants and listened to pupils reading.
- Meetings were held with groups of pupils, members of the governing body, and school staff. A telephone conversation took place with a representative of the local authority.
- The inspectors took account of 15 responses to the online questionnaire (Parent View) and 61 responses to a parental questionnaire distributed by the school. They also considered 18 staff questionnaires.
- Inspectors looked at a range of documents, including the school's analysis of how well it is doing, the school development plan, information about pupils' progress, checks on the quality of teaching, minutes of governing body meetings and records relating to behaviour, attendance and safeguarding. The inspectors also examined work in pupils' books.

Inspection team

Louise Murphy, Lead inspector

Additional Inspector

Hilary Ward

Additional Inspector

Full report

Information about this school

- Moor End is smaller than most primary schools.
- The proportion of pupils known to be eligible for the pupil premium is slightly above average. (The pupil premium is additional funding provided for those pupils who are known to be eligible for free school meals, children from services families and those children that are looked after.)
- Most pupils are from a White British Heritage and speak English as their first language.
- The proportion of pupils supported through school action is below average.
- An average proportion of pupils are supported at school action plus or have a statement of special educational needs.
- Moor End Community Primary has a Special Education Resource Facility for Key Stage 1 pupils with speech, language and communication difficulties.
- The school meets the government's current floor standard, which is the minimum expected for pupils' attainment and progress.

What does the school need to do to improve further?

- Increase the proportion of teaching that is outstanding so that attainment and progress can be driven at an even faster rate by:
 - making sure that the more-able pupils make as much progress as possible by always setting work that is hard enough to challenge them and by letting them get on with it as quickly as possible
 - using marking to guide pupils to improve their basic skills in grammar, punctuation and spelling
 - sharing the good practice evident amongst teaching assistants so that they can all effectively support pupils' learning.

Inspection judgements

The achievement of pupils

is good

- Children start the Early Years Foundation Stage with skills below those typically expected and some are well below, especially in mathematics, language and literacy skills. By the end of the Reception class most children have developed skills that are broadly in line with those expected for their age, with number skills particularly having gained ground.
- Pupils join Key Stage 1 having made good progress relative to their starting point. This is an improvement since the last inspection when older pupils in the school did not have the same good start to their learning.
- The 2012, Key Stage 1 results show that attainment in reading and writing dipped following a rise in 2011. Attainment in mathematics declined to well below national average. However, the introduction across the school of individual targets that, when achieved, help the pupils 'journey around the world', makes sure that all pupils are taught and practise the specific skills that they need. Progress in mathematics is now accelerating.
- In 2012, the results of the end of Key Stage 2 tests shows that attainment in English and mathematics improved and was broadly average. Moreover, the proportion of pupils making expected progress in English was broadly in line with national averages and above in mathematics. The proportions of pupils making more than expected progress in English and mathematics did not compare well with national levels.
- Since the arrival of the headteacher in September 2011 the school has introduced strategies to develop pupils' skills that are now taking effect. Pupils are currently making good progress in reading, writing and mathematics in all classes across the school.
- In 2012, pupils known to be eligible for free school meals were attaining at levels in line with similar pupils nationally and half a year behind other pupils in school in English and mathematics. Current school data show that the gaps between those pupils supported by the pupil-premium funding and others are now closing.
- Disabled pupils and those who have special educational needs make good progress. Pupils supported in the resource facility make good and sometimes outstanding progress. This is because they are skilfully supported and work set meets their specific needs well.
- As a result of early identification of needs and very well-focused interventions, all identified groups of pupils are making at least good progress. This confirms the school's commitment to equal opportunities for all.

The quality of teaching

is good

- Teaching has improved since the last inspection, it is good overall and some is outstanding. In the best lessons teaching is very well organised and planned. Resources are used that carefully match the needs of individuals and groups of pupils. Learning takes place at a good pace keeping pupils well focused on their task.
- Teachers use information about pupils' progress to plan lessons and specific interventions that meet the needs of pupils in their class. They are particularly effective at using the system to identify pupils who need additional support.
- In the Early Years Foundation Stage adults provide interesting and practical activities that engage children so that they are keen to learn. There are a good range of activities both indoors and outdoors and a good mix of independent and adult-directed tasks.
- In one good literacy lesson pupils were working in groups to design an advertising campaign. The activity was introduced and then the more-able pupils left the room so that they could get on quickly with their task. Other pupils were provided with further instructions from the teacher. All groups were supported and challenged at the correct level to come up with a fabulous range of slogans to sell their product. In some lessons, however, tasks are not always as well matched to the needs of the more-able pupils and they do not always get the opportunity to work

independently as quickly as they should.

- From an early age pupils are taught well how to match letters and the sounds that they make. Pupils are now continuing to use and develop these skills as they move up through the school. Older pupils read regularly in small groups, teachers carefully question pupils to assess their understanding of the text and this helps them to make good progress across the school. Pupils who read to inspectors were enthusiastic about reading. One pupil described it as, 'an escape from the real world'.
- Pupils' work is regularly marked and identifies what pupils have done well and what they need to do to improve. Teachers also make sure that pupils are given time to respond to their comments. However, teachers do not always correct basic spellings, grammar and punctuation unless it forms part of the specific learning in the lesson. This means that pupils continue to make the same basic errors.
- There are occasions when teaching assistants do not step in quickly enough to support a pupil who needs help or ask questions of pupils to check their level of understanding. However, most teaching assistants make a valuable contribution to pupils' learning.

The behaviour and safety of pupils are good

- Pupils who spoke to inspectors said that they feel safe in school and most parents agree that their children are well looked after. Pupils' attitudes to learning are good and they like their teachers because, 'They make lessons fun.'
- Pupils are polite and courteous. During the inspection they behaved well at all times, showing respect for each other and the adults around them. School records confirm that this is typical behaviour. Very occasionally, when the learning is not accurately matched to the pupils' learning needs pupils can become a little distracted from their learning.
- Pupils have a good understanding that bullying can be physical or verbal. They recognise that bullying is repeated action intended to be hurtful. They are confident that bullying does not happen at their school and if it did an adult would quickly deal with it. The school council is extremely proud of their Anti-Bullying Charter which identifies exactly what bullying is and what adults and children at Moor End need to do about it.
- The school provides good opportunities to develop pupils' sense of responsibility. 'Seeds' are older pupils who take care of younger ones known as 'Seedlings'. Younger pupils benefit from having an older pupil to take care of them and the older pupils feel 'cheered up' by their younger friends.
- Pupils are keen to contribute to the school community: they post suggestions in the suggestion box that the head girl and head boy consider for action. Pupils are proud of their fundraising efforts; they contribute toward buying equipment for school and donate to charities, such as The Shoe Box Appeal.
- Attendance has improved this year and is now above average, which reflects the pupils' enjoyment of school.

The leadership and management are good

- The headteacher has high ambitions for the school. He is well supported by senior leaders, including the governing body, and they have an accurate view of the school, including areas which need to develop further. Staff morale is high and there is the expertise and determination within the school to support continued improvement.
- There is a clear focus on further improving the quality of teaching. The school's systems for regular observations of learning and teaching are good. Teachers are provided with accurate feedback on their performance and the information is used to plan staff training and to advise the governing body about teachers' pay awards. However, teaching assistants are not always

provided with similarly valuable feedback to improve their roles in school.

- The curriculum is well planned so that it meets pupils' needs and interests well. Pupils benefit from after-school classes and a range of additional activities linked to their topic work, including residential visits, visits and visitors. The school contributes well to pupils' spiritual, moral, social and cultural development.
 - The school's systems for checking pupils' progress, including those pupils in the Special Education Resource Facility, are good. Pupils at risk of falling behind in their learning are quickly identified and additional support is provided. This shows the school's commitment to offering equal opportunity for all its pupils.
 - The local authority provides effective light-touch support for this good school.
 - **The governance of the school:**
 - Governors know about the quality of teaching and the strengths and priorities of the school. This is because they are kept very well informed by the headteacher and they visit the school regularly. Governors continuously seek to improve their expertise. For example, they attend training, including how to evaluate school performance data, so that they can continue to challenge and support the school effectively. The governing body has agreed to increase spending on support staff and curriculum enrichment activities to make sure that those pupils known to be eligible for pupil-premium funding continue to be well supported. Statutory duties including financial and safeguarding requirements are fulfilled. Governors understand the link between the quality of teaching and pupils' progress and make sure that teachers' progression through the pay scale is linked to how effective they are.
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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	119187
Local authority	Lancashire
Inspection number	405841

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	180
Appropriate authority	The governing body
Chair	Rachel McClure
Headteacher	Andrew Martin
Date of previous school inspection	28 June 2011
Telephone number	01254 233312
Fax number	01254 301794
Email address	head@moor-end.lancs.sch.uk

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