

# Crow Orchard Primary School

School Lane, Skelmersdale, Lancashire, WN8 8QG

## Inspection dates

19–20 June 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Almost all pupils, at all key stages throughout the school, make good progress.
- Teaching is consistently good and some is outstanding. This is having a good effect on pupils' learning. As a result, from low starting points, almost all pupils make good progress in reading, writing and mathematics and reach standards that are broadly in line with national averages.
- Pupils are extremely polite and courteous to each other and to adults.
- This is a very inclusive school where pupils are extremely well cared for. Bullying is rare and pupils feel very safe.
- The behaviour of pupils and their attitudes to learning are often exemplary.
- The curriculum provides pupils with an interesting range of subjects and topics that ensures that they enjoy school. This prepares them well for the next stage of their education and also effectively supports their spiritual, moral, social and cultural development.
- The quality of leadership and management from the headteacher, senior leaders and governors is good. They have a clear view of how well the school is doing and what it needs to do to improve the quality of teaching and pupils' achievement further.

### It is not yet an outstanding school because

- Although teaching is consistently good not enough is outstanding.
- Teachers' marking of pupils' work does not always help pupils to learn well, particularly in mathematics. Teachers' written comments do not always clearly inform pupils what they need to do to improve.
- Leaders and other staff do not always check the quality of teaching thoroughly enough and the effect this has on how well pupils learn. This limits the information available to teachers and other adults on what they need to do to improve their classroom practice even further.
- Teachers do not always ensure that pupils apply their writing skills well enough across all subjects.

## Information about this inspection

- The inspectors observed 12 lessons taught by nine teachers. Two observations were conducted jointly with members of the senior leadership team.
- The inspectors looked closely at the school's work, including the school's analysis of how well it is doing and its improvement plan. They also scrutinised documents relating to behaviour and safeguarding, minutes of governors' meetings, the school's data on pupils' progress and work in pupils' books.
- The inspectors met with eight members of the governing body, school staff and had telephone conversations with representatives of the local authority.
- Inspectors held meetings with two groups of pupils and listened to some Year 2 and Year 6 pupils reading.
- The inspectors took account of the 13 responses from parents recorded in the online questionnaire (Parent View), together with the 39 responses to a parental survey carried out by the school in March 2013 and informal conversations with parents. Questionnaires completed by 25 members of staff were also taken into account.

## Inspection team

Alan Parkinson, Lead inspector

Additional Inspector

Kathleen Harris

Additional Inspector

# Full report

## Information about this school

- Crow orchard is smaller than the average-sized primary school.
- The proportion of pupils eligible for the pupil premium is above the national average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children of service families and those children that are looked after by the local authority.)
- The proportion of pupils from minority ethnic backgrounds is well below the national average and those who speak English as an additional language is below average. There were no pupils who spoke English as an additional language in Year 6 in 2012.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion of those supported through school action plus or with a statement of special educational needs is above average.
- The school meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school provides a before-school breakfast club and an after-school childcare club for some pupils from the school. These are managed by the school's governing body.
- The school accommodates a pre-school group every afternoon and the 'Little Orchards' play group as facilities for parents and members of the local community with younger children.
- The school is a member of a local school consortia.
- In 2010, the school achieved the Arts Mark award.

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

- Increase the proportion of outstanding teaching in order to raise pupils' achievement further, particularly in English and mathematics, by:
  - ensuring that the marking of pupils' work by teachers consistently provides pupils with clear guidance on what they need to do to improve, particularly in mathematics
  - further developing pupils' writing skills across all subjects
  - ensuring that the checking by leaders and other staff of the quality of teaching and, in particular, its effect on learning provides more precise information to staff on what they need to do to improve their practice further to outstanding.

## Inspection judgements

### The achievement of pupils

**is good**

- A very large majority of children join the Early Years Foundation Stage with skills and abilities that are below those that are typically expected for their age and some have skills that are well below typical, especially in their personal and social development, and communication, language and literacy. Effective planning ensures that activities and tasks are set that enable children to make good progress in all areas of learning. By the end of the Reception Year the majority of children have developed skills that are broadly in line with those that are typically expected for their age across all areas of learning.
- The progress made by pupils between Years 1 and 6 is good. Although the standards reached by pupils in reading, writing and mathematics have improved over recent years, by the end of Year 2 they are slightly below the national average.
- In 2012, results for Year 6 pupils at the end of Key Stage 2 show that standards in reading declined and the proportion of pupils reaching the required standard in English was below the national average. This was due to the larger proportion of pupils in this class joining the school at times other than at the start of the Reception Year with lower than usual starting points in English and especially in reading. The proportion of pupils reaching the required standard in mathematics was broadly in line with the national average.
- In 2012, the standards reached by Year 6 pupils known to be eligible for free school meals, which is the vast majority of pupils entitled to be supported by the pupil premium was above that of other pupils in the school in mathematics. However, the attainment of this group of pupils was slightly lower than other pupils in reading and writing. School information shows that the current Year 6 pupils who are known to be eligible for free school meals are now achieving as well as other pupils in the school in reading and writing as well as in mathematics. This is because the pupil-premium funding is used effectively to provide additional support where pupils are taught successfully in small groups ensuring that the progress of this group of pupils is good.
- Current school information shows that pupils are making good progress in reading, writing and mathematics. The information also shows the proportion of pupils on target to make at least expected progress in both English and mathematics to be above the national average.
- Pupils' achievement in lessons is good. Pupils are enthusiastic to learn and work well on their own and with others.
- The very few pupils who speak English as an additional language, those from minority ethnic backgrounds, disabled pupils, and those who have special educational needs receive effective additional help to improve their speaking, reading, writing and numeracy skills. This has enabled them to achieve well and sometimes make better progress than their classmates.
- Lesson observations, listening to pupils read and inspectors' checks on pupils' work confirm that currently pupils are making good progress in reading, writing and mathematics. However, the work in pupils' books shows that they do not always apply their writing skills well across all subject areas.

### The quality of teaching

**is good**

- In the Early Years Foundation Stage, the good teaching ensures that pupils are actively engaged in their learning and make good progress.
- In the best lessons, teaching is very well organised and planned. Teachers' good subject knowledge enables them to explain well and extend pupils' understanding. Resources and equipment are well chosen to match the needs of individuals and groups of pupils and they are provided with many opportunities to become actively involved in lessons. Teachers question pupils skilfully to challenge them and check their understanding and this encourages them to think for themselves.
- Throughout the school, the displays of pupils' work help to stimulate their learning and

encourage them to develop their creative skills. They are also a celebration and reminder to pupils of what they have achieved. The art project work done by each class and displayed throughout the corridors is a good example of this.

- Teaching contributes well to pupils' spiritual, moral, social and cultural development through activities such as school assemblies, links with the local community, school trips and by encouraging cooperation and very effective group working.
- Although pupils' work is regularly marked, teachers do not always provide pupils with clear written comments on what they need to do to improve, particularly in mathematics. This means chances to take learning even further forward are missed.
- The whole-school reading programme is very effective and is helping to develop pupils' literacy skills. Pupils say they enjoy reading and read regularly at home and school. They read a wide range of fiction and non-fiction books, which support learning across a range of subjects and topics. They make good use of their phonic skills (linking letters to the sounds that they make) to help them read difficult words.
- Teaching assistants make a significant contribution to the learning of pupils, including disabled pupils or those with special educational needs and those identified by the school for additional support. As a result these pupils make good progress, particularly in developing their literacy and numeracy skills. The support given to different groups of pupils shows the school's commitment to offering an equal opportunity to all its pupils and ensures that they all achieve well.

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

- Pupils are extremely well behaved in lessons and around the school and have a very clear understanding of the 'Golden Rules'. The celebration assemblies, with awards for each class, are valued by pupils and help to motivate them to work hard and behave well by recognising their achievements. As a result pupils have extremely good attitudes to learning.
- Pupils are extremely polite, well-mannered and show exceptionally caring attitudes towards each other and to adults and visitors. They say they enjoy their lessons and are taught and learn well. This view is supported by the vast majority of parents.
- Pupils say they feel very safe in school because they are well cared for by teachers and other adults. They understand how to keep themselves safe. For example, pupils learn about road safety, safer cycling, they learn how to swim and about internet safety.
- Pupils are aware of the different forms of bullying and say that on the few occasions that any instances of bullying or minor disputes do happen they are dealt with effectively. Pupils feel confident to talk to an adult if they have any concerns and have a clear understanding of the school as a 'bully-free zone'.
- The responses to Parent View and to the parental survey carried out by the school indicate that the vast majority of parents agree their children are very safe at school and exceptionally well looked after.
- The school provides many opportunities for pupils to develop as responsible individuals. Some pupils make a significant contribution to the school community by taking on positions of responsibility such as the school council, assembly monitors, house captains and peer mediators. Pupils also successfully raise money for charities such as Children in Need, Red Nose Day and Water Aid.
- Attendance has been improving steadily over the last three years and in 2012 was above the national average.

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

- The headteacher, senior leaders and the governing body know the school well. They have accurately identified the school's strengths and areas for further development. Consequently, there is a strong focus on improving the quality of teaching to raise standards further.

- The school's systems for regular observations of lessons to check the quality of teaching are good. This information is used well to plan how best to support and encourage further training opportunities for staff and to advise the governing body about teachers' pay awards. However, the feedback to staff on how well their teaching effects pupils' learning does not always tell them precisely what they need to do to improve and to ensure that pupils always make the best progress.
- The curriculum is well planned and meets pupils' interests. It provides opportunities for pupils to develop a good range of skills and prepares them well for the next stage of their education.
- The school provides a wide range of activities to enrich pupils' experiences, such as the Year 6 visit to Blackpool Pleasure Beach to help them with their fairground topic work and the trip to Stockport Air Raid Shelter to help with their Second World War topic. Pupils also learn about life in other countries. For example, the Year 2 role-play 'trip to Mexico' enabled them to experience a Mexican dance, taste Mexican food and help their geography and Spanish work. Pupils also learn about other cultures through their pen pals in Uganda and Spain.
- The school also offers pupils an extensive range of extra-curricular activities. These include activities such as dancing, cricket, football, basketball, art and cookery. These activities help pupils to extend their academic and social skills and contribute significantly to their spiritual, moral, social and cultural development.
- The school has very effective relationships with parents. For example, the Little Orchards playgroup and the afternoon pre-school sessions promote links with parents and members of the local community who have younger children.
- The school has benefited from very successful and valuable support from the local authority and from the consortium of local schools. This support has included training for governors and advice and guidance to improve the quality of teaching and learning.
- **The governance of the school:**
  - The governing body knows the school well through the information that it receives and from regular visits to the school. Governors regularly check the school's performance and its progress towards achieving the goals set in the school improvement plan. This includes checking the quality of teaching, and using performance-management systems to set appropriate and challenging targets. As a result they know the strengths of the school and have an accurate understanding of school data regarding pupils' progress and what needs to be done to improve the school further. They have a good understanding of the school's finances. This includes allocating the pupil-premium funding to provide one-to-one support and additional resources to improve the literacy and mathematical skills of pupils who are at risk of falling behind. Safeguarding procedures and policies meet statutory requirements.

## 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>	119334
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	412013

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>	156
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Cheryl O'Connor
<b>Headteacher</b>	Ann Hedges
<b>Date of previous school inspection</b>	2 December 2009
<b>Telephone number</b>	01695 724046
<b>Fax number</b>	01695 723805
<b>Email address</b>	head@croworchard.lancs.sch.uk



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