

West Street Community Primary School

West Street, Colne, Lancashire, BB8 0HW

Inspection dates 15–16 October 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
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

- Pupils' progress, although improving strongly, is still variable across groups, key stages and subject areas. As a result, pupils do not always consistently make the progress of which they are capable, particularly in mathematics and writing.
- The quality of teaching varies and, as a result, does not consistently meet the needs of all pupils. For example, work is sometimes too easy for some pupils.
- Although pupils help to set their own targets in discussions with teachers, pupils do not always know their individual targets and so do not always link them to their next steps in learning.
- In some classes, there are not enough opportunities to write at length and challenges in mathematics do not always provide pupils with the opportunity to practise the skills they have learned in real-life contexts.
- The Nursery and Reception classes do not always ensure that tasks provided for children at 'choosing times' are purposeful in developing their learning, particularly in the outdoor area.
- Classroom observations, undertaken by a range of leaders are not always sharply focused on how well pupils are learning.
- Outcomes of this monitoring do not always provide the basis for follow-up during further observations.

The school has the following strengths

- Progress for pupils is accelerating across the school, and particularly in Key Stage 2, where teaching is consistently good in most classes.
- More pupils are now beginning to reach the higher levels of which they are capable, because of the better teaching.
- Pupils behave well and are considerate and polite to others. They say they feel safe in school and parents unanimously agree.
- The school has successfully tackled the previously below-average attendance so that it is now broadly average.
- Strategies introduced by the dedicated headteacher, her senior leaders and governors are improving pupils' learning and the progress they make, particularly in mathematics.

Information about this inspection

- The inspectors observed 15 lessons, including one jointly with the headteacher.
- Meetings were held with senior and subject leaders, a group of governors, including the Chair of the Governing Body, a local authority representative and two groups of pupils.
- A range of documents was scrutinised, including the school improvement plan, data showing the school’s assessment of pupils’ learning, evidence in relation to the work of the governing body and records of pupils’ behaviour and attendance. In addition, documents in relation to child protection and safeguarding were analysed.
- Inspectors listened to groups of pupils in Year 2 and Year 6 read.
- Inspectors took account of the 15 responses from parents to the on-line questionnaire (Parent View). They also took account of the views of parents through discussion with some of them at the end of the school day and through the school’s own survey.
- The inspectors analysed 20 inspection questionnaires returned by staff.

Inspection team

Yvonne Mills-Clare, Lead inspector

Additional Inspector

Maria McGarry

Additional Inspector

Full report

Information about this school

- This is a smaller than average-sized primary school.
- Boys outnumber girls by more than is typical.
- The proportion of pupils supported through school action is below average; the proportion supported at school action plus or with a statement of special educational needs is high.
- The proportion of pupils supported by the pupil premium is above average and is rising year on year. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children whose parents are in the armed services and those children that are looked after.
- The proportion of pupils from minority ethnic groups is above average. Very few pupils speak English as an additional language. Slightly more than half the pupils are from White British backgrounds, with Pakistani heritage pupils forming the only other sizeable group.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Ensure teaching, particularly for children in the Early Years Foundation Stage and pupils in Key Stage 1, is consistently good or better in order to accelerate progress further and thus raise standards by:
 - making certain that tasks and activities planned for all groups of pupils consistently challenge them to do their best
 - creating more opportunities for pupils to practise the skills they are learning through extended pieces of writing in literacy and through the solving of real-life problems in mathematics
 - extending the existing good practice of target setting to ensure pupils know what their targets are and how they link to their next steps in learning
 - ensuring that activities provided for the children to choose in the Early Years Foundation Stage are purposeful in developing their learning, particularly in their use of the outdoor area.
- Improve leadership and management by:
 - implementing a sharper focus during lesson observations on how well pupils are learning
 - using the outcomes of lesson observation monitoring to provide a sharper focus for future observations.

Inspection judgements

The achievement of pupils

requires improvement

- Although most pupils make expected progress from their below, and often well-below, starting points in the Nursery, it is uneven across the school. Achievement, therefore, requires improvement. Pupils' progress has accelerated, but this has yet to impact fully on standards: Year 6 pupils leave the school with below-average standards in English and, at times, well-below average standards in mathematics.
- In both Key Stage 1 and Key Stage 2, too few children reach the higher levels of which they are capable, particularly in writing and mathematics, although pupils make expected progress overall. The 2013 test results show that more pupils have reached these higher levels than before and inspection evidence, including school documentation, indicates these numbers are continuing to rise and that the most able are beginning to reach the standards of which they are capable.
- In the Early Years Foundation Stage, children generally make slightly better-than-expected progress over time because some teaching is good and the positive, nurturing environment develops children's confidence well. Activities are provided across all the areas of learning. However, activities provided for children at 'choosing times' do not always build on children's learning effectively. This is particularly true of the outdoor area, which is not always available for children to use.
- There is little difference in the achievement of pupils from Pakistani heritage, who form the second-largest group in school and their White British counterparts. Some differences in the progress of boys and girls in the school still remain, but gaps are closing. The small numbers of pupils in some year groups mean that differences in progress of other groups may appear more marked from year to year. Disabled pupils and those with special educational needs make expected progress over time. They are supported well in class by talented classroom assistants.
- Pupil premium funding has been targeted to support the learning of those pupils known to be eligible for free school meals and the attainment of these pupils is about one sub-level below others in English and mathematics, which is equivalent to approximately eight months. As a result of the good, targeted support they receive from capable teaching assistants, these pupils are doing better than similar pupils nationally.
- The teaching of letters and the sounds they make (phonics) is having a positive impact on reading in the school, with significantly more pupils than average reaching the expected standard in the word recognition test in Year 1 this year. Pupils in both Years 1 and 2 read unfamiliar words with accuracy and they read regularly. Pupils in Key Stage 2 read well and confidently. They have a good knowledge of a range of authors and of different types of books.

The quality of teaching

requires improvement

- Although teaching is improving, the quality varies across the key stages. Occasionally, where teaching is less effective, activities set are not precisely matched to pupils' abilities and teachers revisit work that pupils already know. Some tasks involve cutting and sticking activities which limit the learning, particularly of the more able.
- Resources and opportunities to encourage pupils to write at length are variable. In some classes, pupils working independently are given little support in the form of key vocabulary to help their writing flow while, in other classes, pupils are given 'toolkits' for literacy to help them write effectively.
- The 'Big Write', a weekly or fortnightly writing activity, is completed by all classes, but other opportunities to enable pupils to write at length and practise the skills they are learning are variable.
- Where teaching is more effective, a variety of teaching strategies are used, sustaining interest and enthusing learners. Teachers then assess pupils' on-going progress and use this knowledge to ask probing questions and develop pupils' thinking skills. This was evident in a number of Key

Stage 2 lesson observations.

- In many observations, teachers had high expectations of learners and pupils of all abilities were involved well. For example, in a mathematics lesson, pupils were using the skills they had learned to find their own shapes with a set perimeter. This challenged pupils' thinking skills. However, the teaching of mathematics is variable and not all mathematical challenges involve practical activities based on real-life situations to enable pupils to consolidate their learning. As a result, opportunities to extend pupils' independent learning are missed.
- Pupils are given opportunities to gauge their own progress and that of their peers and this was seen in pupils' books and also during lessons. Written work in literacy and work in mathematics is marked conscientiously and teachers' comments are routinely acted upon by pupils.
- Pupils' targets are set in discussion with teachers and pupils speak proudly of the folders that hold the targets created through these discussions. However, some pupils are not really sure of what their targets are and of how they link to their future steps in learning.

The behaviour and safety of pupils are good

- Pupils behave well both in class and around the school. Lunchtimes, breakfast club and playtimes are happy, social events. Pupils are kind to each other, work together well and relationships between pupils and adults are warm and harmonious.
- Pupils say they feel safe in school, that there is no bullying and if they ever have any concerns they are confident that any member of staff would listen and help them. They say they enjoy school. They also clearly enjoy the educational and residential visits and the range of after-school clubs offered to them.
- Pupils have good attitudes and are eager to learn. Very occasionally in lessons, these lapse when pupils are insufficiently challenged and when activities are not well-matched to their needs and interests.
- Parents are very supportive and have positive views of the school. All parents spoken to, and those who responded to Parent View, are in agreement that their children are looked-after well and that they would recommend the school to other parents.
- The school promotes pupils' spiritual, moral, social and cultural development well. This is demonstrated by their openness, honesty and willingness to help and support each other. This was demonstrated by a little girl in the Reception class who jumped up to help her classmate find the correct number on their 'number fan'. School behaviour records and the pupils themselves confirmed that this courteous behaviour is typical over time. Pupils were busily rehearsing for the 'Hollywood meets Bollywood' day to mark the Eid celebration. The 'parents' association' was instrumental in organising this event, setting up food and dance to provide a lovely opportunity for the whole school to celebrate together.
- The school has effective procedures in place to promote regular attendance. As a result, attendance has improved strongly and is now broadly average.

The leadership and management are good

- Leadership is ambitious and determined in its drive for improvement. Leaders have a good awareness of the school's strengths and the areas to develop and have set the correct priorities for improvement. Action planning is thorough and the senior leadership team works well together.
- There has been an appropriate focus on improving the quality of teaching. Although there are still inconsistencies in classroom practice, much of the teaching, particularly in Key Stage 2, is good. This is leading to an acceleration of pupils' progress which has begun to impact positively on standards after the significant dip in 2012. Peer coaching and regular lesson observations, by a range of leaders, have been instrumental in bringing this about. School records of this monitoring show that, while observations are regular, they do not always focus sharply on the

impact that teaching is having on pupils' learning or use the outcomes of this monitoring as a basis for further observations.

- Staff welcome their roles and responsibilities and are equally earnest in the drive for improvement. One member of staff voiced the feelings of many with the comment, 'I am very proud to be a member of the West Street team.'
- Performance management is rigorous and staff are aware of their targets for the year. Outcomes of performance are shared with governors when discussing pay progression.
- The school implements a creative curriculum, but rightly retains a strong focus on the basic skills of reading, writing and mathematics. Differences in the performance of groups are beginning to close and pupils have increasing opportunities to exceed. This demonstrates the school's strong commitment to equal opportunities.
- Additional funding for sport is providing more opportunities for pupils to improve their skills in a variety of after-school clubs; regular physical education and swimming lessons ensure pupils remain fit and healthy. Pupils were unanimous in their praise for these extra-curricular activities which are well attended.
- The local authority adviser visits the school regularly. He has confidence in the leadership team and feels, quite rightly, that they have the capacity to move the school forward.
- **The governance of the school:**
 - The governing body has a balance of experienced and recently appointed governors. They are very supportive of the school and are increasingly providing rigorous challenge. They understand the school's data about the performance of the school. They recognise that the outcomes of the performance management of staff are used to tackle underperformance and also to reward good teaching. Governors are actively involved in decisions taken regarding pay progression. Governors are aware of how the pupil premium funding is used and, to some extent, the impact that it is having on the achievement of pupils known to be eligible for free school meals. Pupils' safety is of paramount importance and governors ensure that child protection and safeguarding requirements are met. They also ensure that the school rejects discrimination in all its forms.

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	119174
Local authority	Lancashire
Inspection number	428826

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	151
Appropriate authority	The governing body
Chair	Ian Graham
Headteacher	Sarah Burtoft
Date of previous school inspection	12 March 2012
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