

Clayton-le-Woods Church of England Primary School

Back Lane, Clayton-le-Woods, Chorley, PR6 7EU

Inspection dates 16–17 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		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not a good school because:

- Not enough pupils make good progress or achieve well over time in reading, writing and mathematics.
- Pupils do not use punctuation, grammar and spelling accurately.
- In the Early Years Foundation Stage and Key Stage 1, not enough pupils show confidence in reading and writing unfamiliar words.
- Pupils are not adept at solving number problems in real-life situations.
- Teachers do not always set work that challenges pupils' different abilities.
- Overlong introductions to lessons limit the time pupils have to practise their skills.
- Marking does not consistently show pupils how to improve.
- Leaders have not yet fully addressed inconsistencies in the quality of teaching.
- Targets for improvement are not always tightly focused enough to enable leaders to easily measure how successfully they are being met.
- The role of middle leaders in checking the quality of teaching and taking action to improve it is underdeveloped.

The school has the following strengths

- The work of leaders and governors is leading to an improvement in pupils' achievement and the quality of teaching, especially over the last year.
- Pupils' behaviour is good and they are eager to learn.
- Attendance is consistently well-above average.
- Pupils have a thorough understanding of how to keep themselves and others safe.
- The curriculum is enlivened by a wide range of enrichment activities and promotes pupils' spiritual, moral, cultural and social development well.
- There is strong emphasis on the care and welfare of pupils.
- The school works effectively with parents to involve them in their children's learning.
- Leaders and governors have sufficient ability to make further improvements.

Information about this inspection

- The inspectors observed 17 lessons or parts of lessons taught by eight teachers. Five of these were joint observations with the headteacher.
- Discussions were held with the Chair of the Governing Body and other governors, parents, staff, pupils and representatives of the local authority.
- The inspectors observed the school's work, and looked at school documentation, including that relating to safeguarding, records of meetings of the governing body, assessment information and curriculum planning. Work in pupils' books and displays around the school were examined. The inspectors listened to groups of pupils read.
- Account was taken of the 58 responses to the on-line questionnaire (Parent View) in carrying out the inspection.

Inspection team

Melvyn Hemmings, Lead inspector

Additional Inspector

Benedict Cox

Additional Inspector

Full report

Information about this school

- Clayton-le-Woods is smaller than the average-sized primary school.
- The proportion of pupils supported through school action is below average. The proportion of pupils supported at school action plus or with a statement of special educational needs is also below average.
- There is a below-average proportion of pupils known to be eligible for the pupil premium. The pupil premium provides additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after.
- Most pupils are of White British heritage.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress in English and mathematics.
- The school has gained a number of national awards, including Activemark, and holds Healthy School status.

What does the school need to do to improve further

- Improve the quality of teaching so that it is good or better by:
 - making sure that tasks always challenge pupils to do their best
 - keeping the introductions to lessons concise to allow pupils maximum time to practise skills
 - ensuring marking is always sharply focused on what pupils need to do to improve their work.
- Raise achievement in reading, writing and mathematics by:
 - improving pupils' ability to use punctuation, grammar and spelling accurately
 - improving the ability of pupils in the Early Years Foundation Stage and Key Stage 1 to use letters, and the sounds they make, to read and write unfamiliar words
 - developing better pupils' skills in solving number problems in real-life situations.
- Improve leadership and management by:
 - addressing robustly the inconsistencies in the quality of teaching
 - sharpening plans for improvement so that leaders can easily measure if targets are being met
 - developing the role of middle leaders so they are fully involved in checking the quality of teaching and taking action to improve it.

Inspection judgements

The achievement of pupils

requires improvement

- Children's skill levels on entry to school are generally as expected for their age.
- From their different starting points, the proportion of pupils making expected progress in reading, writing and mathematics is close to the national figure. The proportion exceeding expected progress is improving but remains below the national figure. This indicates that not enough pupils are making good progress over time and that achievement requires improvement.
- School data and scrutiny of pupils' work indicate that progress over time is improving. This is particularly the case in Year 6. In the Early Years Foundation Stage and Key Stage 1, progress is limited at times because of inconsistency in the quality of teaching. This means that achievement requires improvement rather than being good.
- Pupils' attainment in reading is broadly average by the end of Key Stage 1 and by the time they leave school. In the Early Years Foundation Stage and Key Stage 1, not enough pupils show confidence in using letters and the sounds they make to read and write unfamiliar words.
- Attainment in writing and mathematics is broadly average at the end of Key Stages 1 and 2. Pupils enjoy writing in a variety of styles, including poetry, to put across their ideas. However, they lack accuracy in using punctuation, spelling and grammar.
- In mathematics, pupils have secure calculation skills but their ability to use these to solve problems in real-life situations is not developed well enough.
- Disabled pupils and those who have special educational needs make the same progress as other pupils because their individual needs are identified early and extra support is provided to meet them.
- Pupils who are more able are not always given work that challenges them effectively and this limits their progress at times. However, there was a significant increase in the proportion of these pupils reaching the higher level in reading, writing and mathematics in 2013. This was the result of action taken by leaders and the high-quality teaching evident in Year 6.
- The funding for pupils known to be eligible for the pupil premium has been used effectively to raise their attainment in English and mathematics. It has been used to provide small groups and individual support and this has successfully narrowed the gap in attainment between pupils known to be eligible for free school meals and other pupils in school. As a result, their attainment in English and mathematics by the end of Year 6 is similar to that of other groups not supported by the pupil premium, being about half a term behind. This demonstrates the school's successful commitment to equality of opportunity.

The quality of teaching

requires improvement

- Even though teaching is improving, it is still judged to require improvement because of inconsistencies in its quality. This is particularly the case in the Early Years Foundation Stage and Key Stage 1. These inconsistencies include pupils not always being given work that effectively challenges them to do their best and this slows the progress that they make at times. Overlong introductions to lessons limit the time pupils have to practise their skills, particularly in reading, writing and mathematics. Marking is not consistently sharply focused on what pupils need to do to improve.
- Pupils are not always given work that effectively challenges them to do their best and this slows the progress that they make. Overlong introductions to lessons limit the time pupils have to practise their skills, particularly in reading, writing and mathematics. Marking is not consistently sharply focused on what pupils need to do to improve.
- Training has been provided by leaders and the local authority to develop these aspects of teaching and some improvements have been made. For example, teaching assistants are better deployed to promote pupils' learning throughout lessons, the final part of lessons are used well to review and consolidate learning and teachers have improved their skills in asking searching

questions in order to extend pupils' learning. Nevertheless, there is more to be done to sharpen teachers' marking and to increase the level of challenge offered to pupils and this is why pupils' progress requires improvement rather than being good or better.

- In the Early Years Foundation Stage, adults provide activities that are practical and interesting across the areas of learning. There is an appropriate balance between activities led by adults and those chosen by children.
- In Key Stages 1 and 2, when teaching is good or better, teachers have high expectations of pupils' behaviour and manage classrooms well so that little time is lost in lessons. There is good and imaginative use of resources, including new technology, to enhance learning. This was evident in an information and communication technology lesson for pupils in Year 6, in which they made outstanding progress in learning how to create a spreadsheet to perform mathematical calculations involving area and perimeter.
- Teaching assistants are generally deployed well to promote pupils' learning, particularly for disabled pupils, those who have special educational needs and pupils known to be eligible for support through the pupil premium.
- Teachers encourage pupils to think about the wonders of the world around them to promote their spiritual development. Social and moral development is fostered by opportunity for pupils to work collaboratively and discuss the effect of their actions on others. Teachers promote pupils' cultural development by providing many opportunities for them to learn about cultures different from their own.

The behaviour and safety of pupils are good

- Pupils show respect and consideration for others. They are well behaved and are polite and courteous. Their behaviour ensures that lessons run smoothly and creates a friendly and welcoming atmosphere throughout the school.
- There is a good awareness among pupils of the different types of bullying, such as cyber-bullying and physical bullying, and they say any such occurrences rarely happen. They are confident that any bullying would be dealt with promptly by staff. The views of parents, staff and pupils and a scrutiny of behaviour logs confirm that behaviour has improved over time.
- There are some pupils with particular behavioural needs but they respond positively to the consistently applied behaviour-management procedures. As a result, low-level disruption in lessons is uncommon.
- Pupils are keen to learn and show positive attitudes in different subjects. When working independently of adults, pupils maintain concentration for lengthy periods and particularly enjoy working together to complete tasks. Pupils show perseverance when faced with difficulty, enjoy taking part in class and group discussions and are interested in the views of others.
- Pupils have a comprehensive understanding of how to keep themselves and others safe. They talk knowledgeably about the dangers related to road, railway, waterways and the use of the internet. Pupils are clear about what they should do if approached by a stranger.
- Pupils say they feel very safe in school, commenting that, 'All the gates and doors are locked and teachers take good care of us, helping us when we are hurt.'
- Attendance is consistently well-above average and pupils arrive on time which shows their enjoyment of school. Pupils are keen to learn in all subjects and particularly enjoy working together to complete tasks.
- There are many opportunities for pupils to take on responsibility which they take on willingly, such as being a school councillor, prefect or house captain. They particularly enjoy being a guardian angel, looking after younger pupils at lunchtime.

The leadership and management**requires improvement**

- The school's leadership is securing improvements in pupils' achievement and in teaching. However, leadership and management still require improvement because there remain inconsistencies in the quality of teaching and not enough pupils are making good progress in reading, writing and mathematics. Planning for improvement is not always tightly focused and the role of middle leaders is underdeveloped.
- The headteacher has been central to the school's improvement, having high expectations of staff and pupils and leading by example. The management of staff performance and training of teachers and other adults has driven this improvement. Consequently, the proportion of good teaching has increased, the number of pupils reaching the higher level in reading, writing and mathematics has improved significantly and staff morale is high. There is a clear link between the performance of teachers and their salary progression.
- Though inconsistencies in teaching have been identified by senior leaders they have yet to be fully addressed. The role of middle leaders in checking the quality of teaching and taking action to improve it is underdeveloped.
- The targets set for school development have been improved to more effectively focus on raising pupils' achievement but are not always sharp enough for leaders to easily measure how effectively they are being met.
- Leaders have used the new primary sport funding successfully to expand the breadth of physical education and sport provision and improve its quality. There has been increased pupil participation in sporting activities.
- The school promotes equality of opportunity and the tackling of discrimination well. As a result, there is no significant difference in the achievement of different groups.
- Leaders place strong emphasis on the care and well-being of pupils. Parents are appreciative of this and say the school involves them well in their children's learning.
- The local authority has worked effectively with the school since the previous inspection to drive improvement.
- Pupils' spiritual, moral, social and cultural development is effectively promoted by the curriculum. It is enriched by extra-curricular activities and visits, including residential stays for pupils in Years 5 and 6 at an outdoor adventure centre.
- Improvements made by leaders and governors, particularly in the last year, show they have sufficient ability to take the school forward.
- **The governance of the school:**
 - Governance has improved since the previous inspection and has effectively influenced school improvement. Governors now have a thorough understanding of the data relating to the school's performance. They have used this successfully to challenge leaders to improve the proportion of good teaching, increase the number of pupils exceeding expected progress and significantly increase the number of pupils attaining the higher levels in reading, writing and mathematics at the end of Year 6. Governors know the school's strengths and weaknesses and take part in regular training to maintain their effectiveness. Governors have an accurate view of the quality of teaching and how leaders tackle any underperformance. The governing body ensures that safeguarding requirements are met so staff and pupils are safe. Governors successfully hold the school to account for the way the funding for pupils known to be eligible for support through the pupil premium is used to raise their achievement. As a result, their attainment in English and mathematics has improved and is now similar to other pupils in school. They ensure the efficient management of financial resources.

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	119468
Local authority	Lancashire
Inspection number	426150

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	5-11
Gender of pupils	Mixed
Number of pupils on the school roll	169
Appropriate authority	The governing body
Chair	Kathy Bigio
Headteacher	Sue Pennington
Date of previous school inspection	6 February 2012
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