

# Oswaldtwistle St Andrew's Church of England Primary School

Springfield Street, Oswaldtwistle, Accrington, BB5 3LG

**Inspection dates** 17–18 December 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
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.

- Too few pupils, including disabled pupils, those with special educational needs and those entitled to support through the pupil premium, achieve the expected standards by the time they leave at the end of Year 6.
- Not enough pupils attain the higher levels in reading or mathematics by the end of Key Stage 2, and their progress in these subjects is too slow.
- At both key stages, boys' performance lags behind that of girls.
- The quality of teaching is not good enough and lessons do not always challenge pupils to achieve to the best of their ability.
- Too few pupils know their targets and how well they are doing in their learning.
- Teachers' marking does not always fully ensure that pupils know how to improve and take the next steps in their learning.
- Teachers' performance management does not always link clearly enough to measurable targets which relate to raising levels of attainment for pupils.
- Governors do not have a good enough grasp of performance data, or a full understanding of how well the school is doing, or how its performance compares with other schools.

### The school has the following strengths

- Pupils' overall performance in mathematics has improved in Key Stage 1 and is above the national average for girls.
- All groups of pupils make good progress in writing by the end of Key Stage 2, and the performance of boys has greatly improved.
- The majority of parents who completed Parent View said that they were happy with the education of their children.
- Pupils' behaviour is good. They enjoy learning and working together, their attendance is above average and they say that they feel well looked after and safe in school.
- The headteacher, senior leaders, staff and governors work well together. Leaders' current strategies to improve the quality of teaching are beginning to have an impact on raising pupils' achievement.

## Information about this inspection

- Inspectors observed 17 lessons, as well as small-group teaching, parts of lessons, and phonics sessions (the links between letters and the sounds they make). Two lessons were observed jointly with the headteacher.
- Inspectors listened to pupils from Years 2, 3, 4, and 5 reading, and held discussions with pupils from across the school. Pupils' work in books was scrutinised during lessons and separately.
- Inspectors took account of 19 responses to the on-line questionnaire (Parent View) as well as the school's own surveys of parents' views. Informal discussions were held with approximately 12 parents at the start of the school day.
- A meeting was held with a representative from the local authority school improvement service, and the views of 20 members of staff who completed the inspection questionnaire were taken into account.
- A meeting was held with four governors, including the vice-chair of the Governing Body.
- Various school documents were examined. These included, monitoring records of the quality of teaching, minutes of the governing body meetings, the school's development plan and review of its own performance, records of pupils' attendance, behaviour records and safeguarding documentation, data on pupils' progress and external school evaluations.

## Inspection team

Lenford White, Lead inspector

Additional Inspector

Mary Lanovy-Taylor

Additional Inspector

## Full report

### Information about this school

- This is a smaller than average-sized primary school.
- The proportion of pupils supported through school action is broadly average.
- The proportion of pupils supported at school action plus, or with a statement of special educational needs is below average.
- The proportion of pupils for whom the school receives additional funding through the pupil premium is just above the national average. (The pupil premium is 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 by the local authority.)
- The school has very few pupils from minority ethnic groups, including pupils from Irish Traveller families and few speak English as an additional language.
- The school does not meet the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- Teachers work with and share experience with other schools within a local partnership cluster.
- The school offers a before- and after-school service. Both are subject to a separate inspection.
- The school has had some staffing changes since the last inspection. During the inspection one of the school's two Early Years Foundation Stage classes was being taught by a supply teacher. Governors have recruited a new teacher to this post to start in January 2014.

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

- Improve the quality of teaching so more is at least good or better by:
  - ensuring that learning proceeds at a faster pace
  - ensuring that all pupils know their targets and how well they are learning
  - ensuring that all teachers have high expectations as to what pupils can achieve
  - reducing the time spent by teachers on unnecessary tasks so as to give pupils more time to get on with their work
  - ensuring that assessment information is used consistently well to plan lessons with challenging tasks and questions that stretch all pupils, especially the most-able, to think hard
  - ensuring that teachers' marking indicates to pupils how they can improve their work and take the next steps in their learning.
- Raise levels of attainment in all subjects, particularly in reading and mathematics, by:
  - increasing the impact of current initiatives so all groups of pupils including disabled pupils, those with special educational needs and those entitled to the pupil premium achieve the expected standards by the end of Year 6
  - making sure more pupils attain the higher levels
  - focusing on closing the gap in attainment between boys and girls
  - providing more opportunities for pupils to practise their reading and mathematical skills across the curriculum.
- Improve the effectiveness of leadership and management by:
  - ensuring that teachers' performance management targets are measurable, and clearly linked to raising levels of attainment for pupils

- ensuring that governors have a good grasp of performance data and understand how well the school is doing, and how its performance compares with others' nationally
- fully evaluating the impact of initiatives aimed at raising boys' levels of attainment.

An external review of governance should be undertaken to include a specific focus on the school's use of the pupil premium, in order to assess how this aspect of leadership and governance may be improved.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Most children enter Reception having had pre-school experience in the school's adjacent partner Nursery. Most have skills and abilities which are broadly in line with those expected for their age. Just over half enter Year 1 having achieved a good level of development.
- Progress and attainment through Key Stage 1 have been variable over the last three years. In 2013, attainment in mathematics was broadly average, but below average in writing and well below in reading.
- Overall attainment by the end of Key Stage 2 was better in 2013 than in the previous year, with all groups of pupils making good progress in writing. However, overall achievement in mathematics and reading was significantly below the national average.
- The school has put into place a number of strategies over the last year which are beginning to improve standards for pupils.
- Small-group teaching activities for pupils entitled to support through the pupil premium, for example, have helped to ensure that their progress is good in mathematics and even better in writing. Currently, their attainment is below that of similar groups of pupils nationally. By the end of Year 6, pupils eligible for this support are just under one term behind their classmates in reading, writing and mathematics.
- Equality of opportunity is improving, particularly for boys. The school's data indicate that gaps between the performance of boys and girls across the school in 2012 and 2013 are narrowing. The school's close monitoring of the performance of different groups of pupils is helping to ensure that boys are now making good progress in mathematics and reading in, for example, Years 1, 2 and 3.
- The school is beginning to provide greater levels of challenge for the most-able pupils encouraging them to take active roles in, for example, listening to younger pupils read. Too few reach the higher levels in mathematics and reading by the end of Year 6.
- Effective one-to-one teaching activities delivered by well-trained teachers and teaching assistants have helped to ensure that the achievement of disabled pupils and those with special educational needs is improving. However, their attainment remains below the expected standard by the time they leave at the end of Year 6.
- The very small, but increasing number of pupils from minority ethnic groups, those who speak English as an additional language as well as pupils from Irish Traveller families achieve in line with their peers.
- The attainment of most groups of pupils in reading at the end of Key Stage 1 and 2 is well below average. However, the school's review of its library, its paired reading scheme and training for parents are all helping to raise levels of attainment in this area. Phonics teaching has improved and the school's current data show pupils' progress across most year-groups is improving.

### The quality of teaching

### requires improvement

- Inspectors observed good teaching and teaching requiring improvement. However, teaching is not yet good enough because lessons are insufficiently challenging. Teachers are not making good use of assessment information to set tasks which are consistently pitched at the right level to ensure that all pupils make at least good progress. As a result, teaching has not raised standards for pupils at a quick enough pace.
- In less effective lessons teachers spend too much time on unnecessary tasks or explanations, limiting the time available for teaching assistants to work with groups of pupils, and for pupils to get on with their work. In these lessons, the pace of learning slows because teachers' expectations as to what pupils are capable of achieving are not high enough.
- Teachers do not always set challenging tasks and ask questions that stretch all pupils, especially

the most-able, to think hard.

- Discussions with pupils during lessons and in small groups revealed that too few, especially in Key Stage 2, know their targets and how well they are doing in either mathematics or English. Pupils who could talk about improving their learning tended to give general examples such as 'I need to be more confident in classes'.
- Teachers have good subject knowledge and have good relationships with pupils. In the best lessons teachers are very clear about what pupils will learn during lessons and share different lesson objectives with different groups of pupils.
- In some lessons, pupils are asked to share their ideas with the rest of the class. This was the case in a good Year 4 mathematics lesson where pupils confidently came to the front of the class to use the interactive whiteboard to demonstrate the use of the grid method for multiplying two and three digit numbers. However, pupils do not always listen carefully enough to the contributions of their classmates and sometimes talk or carry on working.
- The most effective teachers make sure that pupils enjoy their learning and make good progress. In a number of lessons, additional adults work with small groups of pupils to ensure that no-one falls behind and that all are fully engaged in learning. This was the case in a good Year 3 English lesson where pupils worked excitedly on a wide range of activities, including 'tweeting' information about earth to an alien using less than 140 characters and making puppet videos to communicate facts about space.
- Marking is an area for improvement across both key stages. While teachers often make encouraging comments in pupils' books, few teachers set out clearly how pupils can improve their work and take the next steps in their learning and few provide opportunities for pupils to assess their own work or that of their classmates.

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

- Pupils behaviour in and around the school and in most lessons is good. During the inspection a number of major performances were arranged and delivered to large numbers of parents. This meant that the dining area available to pupils was limited. However, all pupils went about eating their meals and engaging in their usual school activities with a minimum of fuss.
- Pupils' behaviour during lessons is usually good. However, some pupils' behaviour can be 'off-task' particularly when their work is not fully challenging or engaging.
- The vast majority of pupils enjoy coming to school as indicated by their above average attendance. Pupils are very proud of their school and like to share their learning experience with visitors. Pupils work well together and older pupils like to take on responsibilities such as listening to their younger schoolmates read.
- Pupils say that behaviour in school is usually good and that bullying is rare. The school's programme of assemblies and personal, social and health education helps to ensure that their understanding of cyber-bullying and of how to stay safe while using the internet is good.
- Pupils' knowledge of discrimination and prejudice-based bullying is less strong. However, they are adamant that name-calling of any kind is taken very seriously and is always dealt with swiftly.
- The majority of parents who completed Parent View, and the school's own surveys of parents' views are of the opinion that behaviour in the school is good and that bullying is rare. Discussions with parents at the beginning of the school day confirmed this view.
- There are very few incidents recorded in the school's behaviour logs, indicating that infringements of the school's rules are rare and that behaviour is typically good over time.
- Pupils say that they feel very safe at school and that visitors to the school, including the police, fire fighters, the ambulance service and representatives from Child-Line, help them to develop their knowledge and understanding of how to stay safe.

## The leadership and management requires improvement

- Leadership and management require improvement because both teaching and pupils' achievement, especially in reading, are not yet good. However, the headteacher, senior leadership team and all staff and teaching assistants work exceptionally well together and have a shared vision of how to take the school forward. All staff who completed the inspection questionnaire were very positive about the school and indicated they were aware and fully supportive of what the school is trying to achieve.
- Although teachers have to achieve their targets before they can apply for promotion or move up the teachers' pay scale, current performance targets are not yet linked clearly enough to raising levels of achievement for pupils.
- While opportunities for writing across the curriculum have improved, leaders are yet to fully develop opportunities to promote reading and mathematics skills in other subjects. Leaders are aware of the need to fully evaluate the impact of actions to raising boys' levels of attainment.
- Governors and senior leaders have taken decisive action to ensure stability within the teaching staff and have ensured that, for example, the achievement of pupils in Reception continues to improve despite previous inconsistencies in the quality of teaching.
- The effectiveness of the school's middle management team is improving. The school has set clear action plans for all areas of the curriculum, for example, making mathematics more practical and relevant to real-life situations has helped to raise levels of attainment across the school, as has extending opportunities for pupils to use their writing skills across the curriculum. Early indications are that strategies to improve reading are increasing rates of progress in this subject across the school.
- Teachers are very appreciative of opportunities to improve their teaching skills. These include regularly observing and sharing good practice in schools across the partnership, individual consultancy support, and whole-school training on, for example, improving phonics and pupils' writing.
- Pupils' spiritual, moral, social and cultural development is good. Pupils are respectful and work well together. Their spiritual development is promoted well through assemblies and an effective multi-faith curriculum which enhances pupils' understanding of the major world faiths.
- The school has a good relationship with the local authority and has worked closely with it to devise a programme of school improvement activities relating to, for example, improving the quality of teaching and the assessment of pupils' work.
- **The governance of the school:**
  - Governors are committed to the school and work well with the headteacher. Some governors regularly come into school to, for example, lead collective worship, accompany pupils on school trips and listen to them read. However, governors are sometimes over-reliant on information presented to them by the headteacher. As a result, they do not have a full understanding of how well the school is doing, what it needs to do to improve further, or how its performance compares with other schools nationally. Governors know how the school's pupil premium funding is spent, but are less clear on the impact this has on the achievement of eligible pupils. Governors have made provision for the school's physical education and sports grant, to be spent on, for example, more team activities for pupils including football and netball, resulting in a renewed interest in sport and improved take-up rate. Governors' view of the quality of teaching is mainly based on reports from the headteacher whose recommendations are used as the main basis for deciding whether a teacher has met performance targets and can secure a promotion or pay award. Governors take advantage of various training opportunities, and they know that the headteacher's targets are to raise levels of attainment and improve teaching.

## 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>	119413
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	430523

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>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	217
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Paul Austin
<b>Headteacher</b>	Christina Wilkinson
<b>Date of previous school inspection</b>	22 March 2012
<b>Telephone number</b>	01254 231279
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