

# West Street Community Primary School

West Street, Colne, Lancashire BB8 0HW

<b>Inspection dates</b>	13–14 January 2016
<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- This is a vibrant and effective school. It is well led by a headteacher who, together with senior leaders, has managed rapidly increasing pupil numbers, while at the same time improving standards of attainment.
- With the full support of governors and teachers, senior leaders have ensured that the quality of teaching and learning have improved since the previous inspection.
- Teachers and teaching assistants work exceptionally well together to engage and stimulate pupils, and ensure their good progress.
- Pupils' behaviour is good and parents agree. They enjoy coming to school, say that they feel safe, and attend regularly. Pupils are curious and immensely proud of the culturally diverse nature of the school.
- The school's work to promote British values, and good relations between pupils and parents of different cultures, is outstanding in this harmonious school.
- Disabled pupils and those with special educational needs are exceptionally well cared for. As a result, they make good progress often from very low starting points.
- Support for pupils in the process of acquiring English as an additional language is exceptional. The good work of highly skilled and caring staff ensures that such pupils quickly settle into school and progress well.
- Pupils' attainment at the end of Key Stages 1 and 2 in reading, writing and mathematics has improved since the previous inspection.
- At the end of Year 6 in 2015, all pupils made at least good progress in reading and mathematics, and outstanding progress in writing.
- Parents say that the school has an outstanding reputation in the community.
- All aspects of the early years provision are good, and have improved since the previous inspection.

### It is not yet an outstanding school because

- Activities aimed at boosting pupils' performance do not always ensure that the most able and boys achieve to the very best of their ability.
- Teachers sometimes miss opportunities to enable pupils to apply their mathematical skills to practical problem-solving activities.
- Subject leaders, other than those responsible for English and mathematics, are yet to play a full role in improving the quality of teaching and learning.

## Full report

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

- Raise levels of attainment across the school by:
  - enhancing activities aimed at boosting pupils' performance, including that of boys and the most able, and in so doing ensure that all pupils achieve to the very best of their ability
  - providing as many opportunities as possible for pupils to apply their mathematical skills to practical problem-solving activities.
- Further improve the quality of leadership and management in order to improve outcomes for pupils by ensuring that subject leaders, other than those responsible for English and mathematics, play a fuller role in improving the quality of teaching and learning.

## Inspection judgements

### Effectiveness of leadership and management is good

- This school is well led and managed by a highly effective headteacher who is well supported by senior leaders and governors. Together, they have improved the quality of teaching and learning since the previous inspection. Where attainment is low, for example for some groups of boys, senior leaders are taking effective action to improve their performance.
- School improvements have taken place against a backdrop of rapidly increasing numbers of pupils, up to 40 recently, many of whom are disabled or have special educational needs, or are in the early stages of acquiring English. The school is highly welcoming to new pupils and parents and, despite these rapid changes, has earned an excellent reputation in the community for its work.
- The work of subject leaders, excluding those responsible for English and mathematics, is still developing. Although some regularly engage in activities such as assessing the quality of pupils' work, they are yet to make a full contribution to raising standings in their subjects and others across the school.
- Effective systems are in place to manage the performance of teachers. Teachers are set challenging targets linked to the school's priorities, including improving outcomes for pupils. Teachers are of the view that the training and support that they receive is helping to improve their teaching, and helping them to reach their targets. Inspection evidence shows this to be the case.
- Senior leaders ensure that the pupil premium funding is well spent to raise levels of achievement for disadvantaged pupils and ensure that they participate in all aspects of school life. The funding helped to make sure that these pupils made good progress across the school in 2015, with many making outstanding progress in writing by the time they left school at the end of Year 6.
- Pupils benefit from a lively and exciting curriculum. Teachers ensure that pupils' time in school is memorable, providing many exciting experiences. Pupils enjoy exploring local history, learning about myths and legends, the Ancient Greeks, and life in Roman Britain. They often visit theatres and museums and participate in various art-based activities such as dancing, and singing in the school choir. Pupils in Key Stage 2 enjoy learning Spanish.
- Senior leaders' work to promote pupils' spiritual, moral, social and cultural development is highly effective in this harmonious and culturally diverse school. Pupils learn about the major world faiths including Christianity, Hinduism, Judaism and Islam. They are highly respectful to adults, caring towards each other and welcoming to visitors.
- Pupils understand British values well. They know that with rights come responsibilities, empathise with those less fortunate than themselves and enjoy thinking of new ways to raise funds for various charities. Pupils regularly practise democratic principles and regularly apply in writing for various positions of responsibility in the school.
- The school has an excellent relationship with parents and the community. Parents feel well informed and fully involved in the life of the school. They frequently participate in family learning activities, such as phonics workshops, and enjoy celebrating various religious events, including Christmas, Eid, Diwali and the annual 'Hollywood meets Bollywood' cultural celebration.
- The school's work to promote equality of opportunity, challenge discrimination and foster good relations is highly effective. This is demonstrated in the immediate action the school takes to support pupils new to the school who are still in the early stages of acquiring English, and in the outstanding support available for disabled pupils and those with special educational needs.
- The primary school physical education (PE) and sport premium funding is well spent to increase pupils' confidence to participate in various physical education activities, such as gymnastics, dance, netball and outdoor adventures. After canvassing pupils' views, the school plans to offer ballroom dancing. Staff benefit from training to improve their skills in teaching various sporting activities.
- The relationship between the school and the local authority is effective. Most recently, support has been provided to improve the quality of teaching and learning and the effectiveness of the early years provision.
- **The governance of the school**
  - Governors know the school well. They regularly come into school and have a good understanding of its strengths and what it needs to do to further improve. Governors know that pupils' progress is good and that their overall achievement is moving in the right direction. They also know that more needs to be done to improve pupils' attainment.

- Governors are of the view that the quality of teaching is good. They know this because they have first-hand experience. They spend time in class and regularly meet with English and mathematics coordinators. Governors are prepared to reward teachers for their work, but only if they are fully satisfied that teachers have met their targets.
- Governors monitor the use of pupil premium funding closely and ensure that it is used to support pupils' academic, emotional and social needs. They know that small-group teaching activities, nurture group and financial support for pupils to participate in all aspects of school life are all helping to fulfil these needs.
- The arrangements for safeguarding are effective. All staff are fully conversant with the school's meticulous procedures for ensuring that all pupils, including its most vulnerable, are safe and well looked after.

## **Quality of teaching, learning and assessment** is good

- The quality of teaching, including in the early years, is good and has improved since the previous inspection. Teachers and teaching assistants know pupils well and work together effectively to ensure that lessons stimulate and engage pupils' interests. Pupils' good work is captured and displayed in the form of, for example, 'wow words' and 'wow sentences' for all to read and learn from.
- Teachers' hard work to ensure that pupils know what to do to improve their learning has paid off. Almost all pupils who spoke to inspectors could provide details of their individual targets in English and mathematics. Teachers follow the school's marking and feedback policy consistently. Work in pupils' books shows that teachers regularly assess how well they are doing, and that pupils routinely read and act on teachers' suggestions, improving their work as a result of them.
- Teachers take a consistent approach to correcting pupils' grammar, punctuation and spelling across all subjects. They encourage pupils to be creative in their writing and to explore different writing styles. This is evident in pupils' 'big writing' and topic books where they often go the 'extra mile' to pursue their writing interests in their own time.
- Pupils learn in stimulating classrooms which contain various artefacts to fire their imagination and bring the curriculum to life. This was evident in an upper Key Stage 2 classroom which displayed high-quality pottery, pictures and illustrations, and models of ships linked to the history of Lancashire, the Celts and life in Roman Britain.
- Teachers encourage pupils to read as often as possible and to experience different authors. This was evident in a Year 6 class where pupils were engaged in different activities linked to reading. 'Free readers' chose a range of factual and fictional books and read quietly, while the teacher worked with a small group to develop their reading, language and grammar skills. Other pupils used their literary skills to review and share their thoughts about different books. All made good progress and thoroughly enjoyed their learning.
- Pupils with English as an additional language are well supported by highly skilled staff. Small-group teaching activities are very effective in helping such pupils acquire English, and ensure that they quickly gain the confidence to participate in classroom activities alongside their peers.
- The quality of teaching in Key Stage 1 is rapidly improving, particularly in mathematics, where pupils are being increasingly challenged. This is evident in the books of Year 1 pupils, particularly in tasks that require them, for example, to work out different fractions of complex shapes, and in increasingly challenging addition and subtraction activities. Year 2 pupils' phonics skills are well developed. The most-able pupils read fluently with good comprehension, while those who find reading difficult have a range of strategies to help them to sound out and read unfamiliar words.
- Teachers' work to ensure that pupils enjoy mathematics is often inventive. This was shown in a Key Stage 2 class where pupils collected data from running activities that they had timed in the school hall. When back in class, they used this data to improve their skills in adding decimal numbers. However, work in pupils' books shows that opportunities are sometimes missed for pupils to apply their mathematical skills to practical problem-solving activities such as these.
- Most teachers use assessment information on pupils' performance well to plan activities which ensure that all groups of pupils make good progress. However, observations of teachers' practice, and work in pupils' books, show that teachers do not always ensure that all groups of pupils, including the most able and boys, are fully challenged in their learning.

## Personal development, behaviour and welfare is good

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils, and children in the early years, are very proud of their school. They enjoy learning about different cultures and ensure that the school is a harmonious and peaceful place to learn.
- Pupils say that they feel safe and well looked after. School procedures for helping those in challenging circumstances to fully participate in all aspects of school life are second to none.
- Pupils who are new to the school, many of whom speak little or no English, are exceptionally well looked after and are made to feel welcome by pupils and staff. This helps to ensure that they soon become fully integrated into the school community.
- Pupils know that they can speak in confidence to any member of staff about any concerns that they may have, and are confident that they will always be taken seriously.
- Pupils enjoy competing for rewards, particularly for good attendance, and strive to be good and responsible citizens.
- Pupils have a good understanding of how to keep themselves safe. They learn how to adopt a healthy lifestyle, and of the harm caused by drinking and smoking, through the personal, social, health and emotional aspect of their curriculum. They know how to ride their bicycles safely, and to take care on the roads.
- Pupils know how to stay safe while using the internet and know never to give out personal information, post pictures of themselves or share passwords.
- Pupils demonstrate a good awareness of most forms of prejudice-based bullying, such as racism, which they say is when someone is treated badly because of the colour of their skin or religion. They are adamant that racism never happens at school. Their knowledge and understanding of other forms of discrimination, such as homophobic bullying, is less well developed.

### Behaviour

- The behaviour of pupils is good.
- Pupils' attendance has improved since the previous inspection and is broadly average. They are punctual and enjoy attending the breakfast club with their friends. Pupils are very welcoming to visitors, polite, enthusiastic and like to talk about their learning.
- Pupils play sensibly. They are considerate and look after the school well, ensuring that it is always tidy and free of litter.
- Pupils enjoy coming together for assembly where they listen carefully and applaud the achievements of their classmates. At times, pupils' behaviour is impeccable. This was evident when the whole school prepared to go to the pantomime in the local town centre. Despite their excitement, they followed instructions carefully and were well prepared for the walk to the theatre.
- Pupils are of the view that behaviour is almost always good. They are fully aware that some pupils find it difficult to manage their own behaviour, and demonstrate a maturity when explaining why this is the case. Pupils are proud to say that their school is the first in Pendle to achieve a gold quality mark in recognition of their good behaviour.
- Parents, staff and governors are all of the view that behaviour is good. A close examination of school behaviour records reveals that behaviour is typically good over time.
- Pupils enjoy adhering to the rules; almost all ensure that their behaviour is at least good and aspire to achieve silver and gold awards for exemplary behaviour.

## Outcomes for pupils are good

- Pupils' achievement in reading, writing and mathematics is rapidly improving across the school, and is better than at the time of the previous inspection. Due to the unusually high numbers of pupils joining the school other than at the start of the school year, data on pupils' performance has to be treated with caution. For example, at the end of Key Stage 1 in 2015, pupils' attainment in reading, writing and mathematics was well below average. However, this cohort contained more than twice the number of pupils of the 2014 cohort, and almost half were new to the school in 2015. In addition to this, many were still in the process of acquiring English, and a high proportion were disabled or had special educational

needs. The attainment of the 2014 cohort at the end of Key Stage 1 was average, and particularly strong in mathematics.

- Attainment at the end of Key stage 2 in 2015, although below average in reading and mathematics, was much better than at the time of the last inspection. By the time pupils left school at the end of Year 6 in 2015, from their previously lower starting points, they had made good progress in reading and mathematics and outstanding progress in writing.
- The school's own data show that, in 2015, all groups of pupils made at least good progress across most year groups. Work in pupils' books and assessment information indicates that so far this year pupils are making accelerated progress and attaining well.
- Pupils' performance in phonics is good. The proportion of pupils reaching the expected standard at the national phonics screening check in Year 1 in 2015 was broadly average. Pupils read with confidence. Older pupils enjoy books from a wide range of authors, and all pupils enjoy reading with expression and listening to their classmates read. Less-able readers use their phonics skills exceptionally well to sound out and read unfamiliar words.
- Pupils have good writing skills, especially in Years 5 and 6. Work in pupils' books shows that the overwhelming majority of pupils make good progress in writing across all classes, and that rapid improvements have been made in Key Stage 1. Pupils have many opportunities to practise writing at length. Their 'big writing' books show that they regularly write in different styles and engage in independent research linked to their many trips and visits, as shown in their topic books.
- Pupils' mathematical skills are developing well; they are regularly tested on their calculation skills, and benefit from good teaching in this area. Pupils have a good understanding of how they can improve their mathematics and enjoy competing with each other. Teachers are increasingly making mathematics interesting. However, opportunities are sometimes missed to engage pupils in activities which require them to apply their mathematical skills to practical problem-solving activities.
- Pupils with English as an additional language are exceptionally well supported by skilled staff. The small-group support that they receive helps to ensure that they progress outstandingly well in reading, writing and mathematics, and soon learn alongside their peers.
- The school has a disproportionately large number of disabled and special educational needs pupils in all classes. School data, discussions with pupils and work in books show that such pupils make good and outstanding progress across the school.
- The achievement of disadvantaged pupils has improved since the last inspection and is good. In Year 6 in 2015, their progress in reading and mathematics was good and outstanding in writing. Inspection evidence shows that this rate of progress is replicated across the school. Disadvantaged pupils now attain similar standards to other pupils in the school.
- National data show that at the end of Year 6 in 2015, an average proportion of pupils attained the higher levels in writing and mathematics, and a lower than average proportion attained these levels in mathematics. The most-able pupils are beginning to be offered greater levels of challenge. For example, pupils in Year 5 often learn alongside Year 6 pupils in mathematics, and Key Stage 2 pupils attend poetry workshops in the local high school. However, teachers are yet to fully ensure that classroom activities challenge the most-able pupils to achieve to the very best of their ability.

## Early years provision

is good

- The leadership and management of all aspects of the early years provision are good, and have improved since the previous inspection. All staff have a good understanding of how children learn, and plan activities which ensure that they make good progress in all areas of learning.
- A high proportion of children enter the Nursery with weak skills in several areas of learning, including speaking, listening and personal development. However, they soon settle into the well-organised routines in the Nursery class and progress well.
- Children's good progress continues in the Reception class. In 2015, the majority entered Year 1 having attained a good level of development and were equipped with the knowledge and skills necessary for the next stage of their learning.
- Staff are constantly exploring ways of improving provision, and have recently created closer links between the Nursery and Reception classes. As a result of this, and the much-improved outdoor provision, children have got off to a flying start this year, with a much higher proportion on track to attain a good level of development than in previous years.

- The quality of teaching is good. Staff have very high expectations of children. This was evident in a teaching session in the Reception class where three groups of children were purposefully engaged in different phonics activities. All children were fully challenged and spurred on by the encouragement and enthusiasm of the teacher and teaching assistant. This helped to deepen children's knowledge and understanding of phonics. By the end of the session, pupils could spell 'yell' through using their 'chopping' and 'blending' skills.
- Indoor provision is good, with clearly identifiable areas where children can explore shapes, count, engage in role play, read, play with sand and water, and participate in construction activities.
- Children are familiar with routines, such as putting on hats and coats to play outside. During the inspection, children were especially keen to do this as a spacecraft had recently crash landed in their outdoor play area. They were particularly eager to repair the spacecraft, and see if any aliens had been caught in the traps they had laid the previous day.
- All groups of children make good progress. For example, those that speak English as an additional language are well supported by staff with specialist skills. Once these children settle in, they make the same good progress as their peers and attain well.
- Staff carefully monitor children's progress. This information is shared with parents and enables staff to identify early any children who may need extra support with their learning.
- Children behave sensibly and safely at all times; this includes when playing outside and moving around indoors. Children are considerate, caring and enjoy finding out new things together.
- Staff have exceptionally good relationships with parents. They make regular home visits and are always looking for new ways to help parents to support their children's learning at home. Parents are highly complimentary about their children's education and say that they are kept up to date with developments in the Nursery and Reception classes.
- Staff have made it a priority to improve boys' progress further and have devised a number of strategies to do this. This includes introducing a mark-making space rocket in the Nursery class. This is proving to be a hit. Before boys can play inside the rocket, they have to use coloured pencils to make their marks on its outer casing.
- Staff ensure children's safety by applying the same stringent safeguarding procedures in operation in Key Stages 1 and 2 in the early years provision.

## School details

<b>Unique reference number</b>	119174
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10002252

This inspection 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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	197
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sandra Menmuir
<b>Headteacher</b>	Sarah Burtoft
<b>Telephone number</b>	01282 865840
<b>Website</b>	<a href="http://www.west-street.org">www.west-street.org</a>
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<b>Date of previous inspection</b>	15–16 October 2013

## Information about this school

- This is a below-average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs is well above average.
- The proportion of disadvantaged pupils supported by pupil premium funding is more than twice the national average. The pupil premium is additional government funding to support those pupils who are known to be eligible for free school meals and those who are looked after by the local authority.
- Almost half of all pupils are of Asian heritage. A well-above-average proportion speak English as an additional language.
- Children in the early years provision attend Nursery on a part-time basis. Children attend the Reception class on a full-time basis.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- Since the previous inspection, there have been a number of appointments, including a newly qualified teacher. A new Chair of the Governing Body has been appointed.
- A before-school club is based on the site. This is managed by the governing body.
- The school experiences unusually high levels of pupil mobility throughout the year. Towards the beginning of the spring term 2016, 40 new pupils joined different year groups in the school. A large proportion were new international arrivals with little or no English. A large proportion of other pupils joining the school throughout the school year are disabled or have special educational needs.



## Information about this inspection

- Inspectors observed a range of lessons in all year groups, as well as the teaching of small groups of pupils and sessions aimed at helping pupils to learn to read.
- Inspectors listened to pupils read and held discussions with pupils from across the school. Pupils' work in books was scrutinised in class and separately.
- Inspectors considered 19 responses to the Ofsted online questionnaire (Parent View). An inspector held a meeting with eight parents. Inspectors met informally with parents at the end of the school day. The school's own surveys of pupils' views were also taken into account, as well as responses to the inspection questionnaire completed by 21 members of staff.
- Inspectors held a meeting with three governors, including the Chair of the Governing Body. They also held meetings with school leaders responsible for English and mathematics, provision for disabled pupils and those with special educational needs, subject leaders and the leader for early years provision.
- A meeting and a telephone discussion took place with two representatives from the local authority.
- Inspectors examined a range of documents. These included safeguarding documentation, various records of pupils' attendance and behaviour, information about pupils' progress, the school's reviews of its own performance, checks on the quality of teaching, and development plans.

## Inspection team

Lenford White, lead inspector

Ofsted Inspector

Lisa Morgan

Ofsted Inspector

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