

Inspection of a good school: Coates Lane Primary School

Kirkstall Drive, Barnoldswick, Lancashire BB18 6EZ

Inspection dates:

15–16 October 2019

Outcome

Coates Lane Primary School continues to be a good school.

What is it like to attend this school?

Coates Lane is a happy school where pupils flourish and achieve well. Staff work together successfully to promote the school's aims. They do all they can to inspire pupils to become independent, confident learners. Staff and pupils are proud to be part of their school community.

Teachers plan lessons that help pupils learn in a fun way. There is a strong focus on developing pupils' personal skills. Pupils grow in confidence, listen carefully and persevere with challenging tasks. They especially like solving problems in mathematics and doing experiments in science. They read widely and write extensively in a range of subjects.

Pupils are friendly and kind towards each other. At breaktimes, pupils enjoy playing team games, exploring the school's forest area and joining in fun fitness routines. Pupils say they are not aware of any bullying. If there is inappropriate behaviour, pupils are sure that teachers will 'sort out anything that goes wrong'. Pupils say they 'love school'. They feel cared for and safe.

The vast majority of parents who made their views known to me are positive about the school. They say, for example, 'teachers have high expectations of children' and children 'grow in knowledge, respect and confidence'.

What does the school do well and what does it need to do better?

Leaders and governors have high expectations of staff and for pupils. They make sure the school keeps on improving. The headteacher has created a happy and purposeful atmosphere in school. Staff feel valued and are dedicated to their work. They help pupils to succeed academically and personally.

Pupils of all abilities benefit from a wide-ranging and motivating curriculum. Provision for pupils with special educational needs and/or disabilities (SEND) is planned well. Leaders make sure teaching meets all pupils' needs. Themed days, trips out and visitors to school

enrich the curriculum, as do the many clubs after school. The recent topic on space inspired pupils to design some amazing space themed models. The curriculum helps pupils develop a good understanding of British values. They learn about moral issues and life beyond school. Pupils discuss topical issues, such as whether newspapers should respect people's privacy, with understanding.

The curriculum is well organised and planned in detail. Subject leaders are enthusiastic and know their subjects well. They support teachers to make learning exciting and meaningful. Teachers routinely check what pupils already know. They use this information well to plan lessons that built on pupils' prior learning.

Children quickly settle in to school routines. Staff take account of children's interests and build on their skills from the start. Children develop their communication, reading and writing skills effectively. Children quickly acquire phonics (letters and the sounds they represent) skills and these are reinforced in the activities that children can choose for themselves. The activities provided for children are highly motivating. Children especially love playing in the wonderful outdoor area. Children are prepared well for the curriculum in Year 1.

Pupils phonics skills continue to develop well in Years 1 and 2. Most pupils learn to read with increasing confidence and understanding. A few pupils struggle to work out new words and understand what they read. This is because they are given books that are too difficult for them. Pupils' love of reading is promoted successfully. Pupils read to each other and talk with great enthusiasm about the books they like.

Mathematics is a key strength across the school. Teachers have secure subject knowledge and build on pupils' prior learning successfully. Teachers plan activities that are thought-provoking, meaningful and fun. Teachers are especially good at explaining new learning in mathematics.

Teaching in history develops pupils' curiosity and arouses their interest in the past. Pupils have a good understanding of how events and people from the past affect their lives in the present. They say, for example, 'I am grateful to the people who lived in the past because they have made things better for me.'

The well-designed curriculum and inspiring teaching support pupils to become enthusiastic learners. Pupils typically make strong progress in all subjects. They do well in reading, writing and mathematics tests in Year 2 and Year 6. Leaders act quickly to help pupils catch up if they fall behind. For example, a dip in achievement in writing at key stage 1 is being addressed through additional staff training. Pupils of all abilities are prepared well for the next steps in their learning at each stage.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding in the school. Leaders have a thorough understanding of the local area. They work closely with outside agencies to support

vulnerable families and provide early help. School policies and records are detailed and fit for purpose. Staff have completed a range of safeguarding training and receive thorough weekly briefings. This ensures that they have a full understanding of safeguarding issues and the most recent developments. Staff work closely with parents and carers to ensure that any safeguarding needs are met. Governors are aware fully of their safeguarding duties and have attended required training.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders prioritise early reading appropriately and phonics is taught effectively. The vast majority of pupils make strong progress in phonics and achieve the expected standard in the Year 1 phonics screening check. However, a minority of pupils, who are at early stages of reading, have reading books that are not matched well to the phonics they are being taught. This makes it difficult for them to work out words and understand what they read. Leaders should make sure that pupils at the early stages of reading have books that match the sounds that they know.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged Coates Lane Primary School to be good on 23 June 2015.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	119335
Local authority	Lancashire
Inspection number	10087762
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	206
Appropriate authority	The governing body
Chair of governing body	Astrid Middleton
Headteacher	Sarah White
Website	http://www.coateslane.lancs.sch.uk
Date of previous inspection	23 June 2015

Information about this school

- There have been no significant changes since the last inspection.

Information about this inspection

- I met with the headteacher, deputy headteacher, special educational needs coordinator and subject leaders for history, mathematics and English. I had discussions with governors and the school's adviser from the local authority.
- I considered early reading and phonics, mathematics and history in depth. Inspection activity in these subjects included: evaluation of curriculum planning; visits to lessons; scrutiny of pupils' work; listening to pupils read; discussion with subject leaders, teachers and teaching assistants; and discussions with pupils about their learning in these subjects.
- I looked at safeguarding procedures and records of safeguarding and behaviour. I spoke with staff and pupils to check their understanding of safeguarding procedures.
- In addition to the subject-focused activity, I checked provision in the early years and looked at pupils' writing across the curriculum. I looked at school policies and improvement planning. I spoke with pupils about school life and their views on teaching and behaviour.

- I looked at 43 responses to Parent View, Ofsted's online questionnaire.

Inspection team

Jean Olsson-Law, lead inspector

Ofsted Inspector

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