

Inspection of Clayton-le-Woods Church of England Primary School

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

Inspection dates: 10–11 December 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this school?

Leaders, staff and governors want all pupils to achieve well at this school, including those with special educational needs and/or disabilities (SEND). Pupils do well in the nurturing environment leaders have created. Most parents and carers speak highly of the school. They would recommend it to others.

Pupils are happy and feel safe. They conduct themselves well around school. They are polite and well mannered and give a warm welcome to visitors. Pupils enjoy coming to school. Most pupils are keen to learn. Occasionally, low-level disruption prevents pupils from learning, but staff soon sort out any issues. Pupils understand different types of bullying and the distress that it can cause. They told us that bullying doesn't happen often. However, if it does happen, staff sort it out quickly.

Pupils enjoy the responsibilities that they have in the school. For example, members of the school council and pupil parliament contribute positively to the life of the school. This helps to build pupils' confidence and sense of self-esteem.

Pupils are enthusiastic about the clubs and activities that they can attend outside lesson times. Visitors to school broaden pupils' understanding of other countries, cultures and beliefs in the world around them.

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

This school is well led and managed. Leaders have designed the curriculum so that learning builds on what pupils already know. In most subjects, including mathematics, history and art and design, pupils develop their knowledge, understanding and skills in a logical order. This helps pupils remember the important knowledge and skills and apply these to new learning. This develops their understanding in different subjects. For example, children in the early years can talk about the past and use words like 'before' and 'after'. This prepares them well for history in Year 1. Leaders of these subjects also make regular checks to ensure that the curriculum is working in practice.

Plans for the teaching of geography and modern foreign languages are not as well developed. In these subjects, leaders have not thought enough about what pupils should learn and when.

Enabling pupils to read with fluency is a key priority for the school. The teaching of phonics begins as soon as children start school. Younger children make good use of their knowledge to sound out unknown words. Books match the sounds that pupils know. Pupils show a real love of reading. The proportion of pupils reaching the expected standard in the phonics screening check at the end of Year 1 dipped in 2019. There were a number of reasons for this, not least some disruption caused by changes in staffing. Leaders, the local authority and local teaching alliance have worked with the school to improve the teaching of reading.

Pupils enjoy reading. They read high-quality books and their comprehension skills are developing well. Pupils achieve well in reading. By the end of Year 6, most pupils make progress in line with other pupils nationally. However, leaders do not provide pupils with enough books that deepen their understanding of subjects like history, science and geography.

Leaders have implemented a new approach to the teaching of mathematics. Pupils' enjoyment, confidence and achievement in mathematics have increased. In 2019, Year 6 pupils achieved as well as pupils nationally in the key stage 2 national assessments.

Pupils with SEND achieve well. Staff have received appropriate training to ensure that they can support pupils' wide range of needs. Parents typically commented, 'Staff go the extra mile to ensure that children receive the support they need in a timely manner.'

British values thread through all aspects of the school's work and reflect the school's Christian ethos. The school has a real family atmosphere and welcomes all pupils regardless of race, gender or background. Pupils learn about other faiths and cultures. This helps them to appreciate the diversity of the world in which they live. They raise money for charitable causes helping to support others facing challenging circumstances.

The learning environment in the early years is very well resourced. Teachers know the carefully planned curriculum well. As a result, children successfully develop early language and communication and mathematics knowledge. Adults are kind, calm and caring. Children are safe, happy and confident. Squabbles are rare because children are so busy. Children develop their love of reading. Parents are encouraged to take an active part in their children's learning. The proportion of children achieving a good level of development has increased significantly in recent years towards the national average.

Governors visit the school regularly to maintain oversight of the school's performance. They ask questions of leaders and hold them to account. Governors recognised the need to raise standards in teaching in some areas and organised support from the local authority. They know what is working well and what needs to improve further.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have created a strong culture of safeguarding within the school. Staff know what to watch out for that might show a child is suffering abuse. They understand the procedures to follow if they are concerned about a child's welfare. Leaders ensure that the school site is safe and secure. Leaders work well with agencies outside school to support families facing challenging circumstances. Pupils have a secure understanding of how to keep themselves safe, including when they are

online. This is because teachers give them the information they need to keep themselves from harm.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- A few subject leaders do not give teachers clear guidance about what they should teach and in what order. In addition, they do not check thoroughly enough on pupils' achievement. As a result, pupils do not learn as well in these subjects as they could. Leaders should ensure that subject leaders provide a carefully thought out and well-monitored curriculum, so that pupils know more and remember more in these subjects.
- Pupils have access to a good range of high-quality reading books. However, they do not have enough opportunities to access reading materials which strengthen their awareness of as wide a range of subjects as possible. The school needs to ensure that pupils have access to a broader range of texts to deepen their knowledge and understanding of other subjects in the curriculum.

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	119468
Local authority	Lancashire
Inspection number	10110961
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	199
Appropriate authority	The governing body
Chair of governing body	John Barnes
Headteacher	Sue Pennington
Website	www.clayton-le-woods.lancs.sch.uk
Date of previous inspection	3–4 November 2015

Information about this school

- The governing body runs before- and after-school provision on the school site
- Since the last inspection, Lancashire local authority advisers have worked closely with the school and subject leaders to develop the curriculum.
- The school received its most recent section 48 inspection in January 2016.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- During the inspection, we spoke with pupils about their work and school life. We spoke with members of the governing body, a representative of the local authority and the monitoring and intervention team, the headteacher, senior leaders and members of staff.
- We reviewed a range of documentation, including information about attendance, safeguarding and checks undertaken on newly appointed staff.
- We considered 62 responses to Ofsted’s online survey, Parent View; nine responses from the online staff survey; and 36 responses to the pupil survey.

- We focused deeply on reading, mathematics, history and art and design during the inspection. We held discussions with subject leaders, visited lessons with subject leaders, looked at examples of pupils' work, met with teachers and spoke with pupils. We also listened to pupils read.

Inspection team

Craig Richardson, lead inspector

Ofsted Inspector

Sheila Iwaskow

Her Majesty's Inspector

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