



West Street Community Primary School

Inspection Report

Unique Reference Number 119174
LEA Lancashire
Inspection number 280480
Inspection dates 31 October 2005 to 1 November 2005
Reporting inspector Shirley Herring

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

Type of school	Primary	School address	West Street
School category	Community		Colne
Age range of pupils	3 to 11		Lancashire, BB8 0HW
Gender of pupils	Mixed	Telephone number	01282 865840
Number on roll	190	Fax number	01282 863542
Appropriate authority	The governing body	Chair of governors	Ann Scarborough
Date of previous inspection	Not applicable	Headteacher	Mr Ron Peden

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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

West Street Community Primary School is a slightly smaller than average primary school in the centre of Colne. It serves an area of high social deprivation. The proportion of pupils who are entitled to free school meals is one of the highest in the country. Many children enter the nursery with skills that are well below what is normally expected for their age.

The majority of pupils are from a white British background but almost a fifth of pupils are of Pakistani heritage. Approximately half of the children have learning difficulties and a higher number than average have statements of special need. The number of children for whom English is an additional language is above average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Inspectors agree with the school's own judgement that West Street is a good school. Pupils achieve well because the teaching is good. Provision for children in the nursery and reception is good and the children make a good start to school life. The care of the pupils is outstanding and their personal development is good. Pupils enjoy school; they behave well, develop good attitudes to learning and feel safe. Very good links with local partners have contributed very well to what the school provides. The leadership and management are good and the high aspirations of the headteacher and the deputy for their pupils have led to good improvement in standards over the past three years. The school knows its strengths and matters for improvement well. It has accurately identified the need to improve the pupils' writing and the need to make better use of assessment data to track the progress of individual pupils. The school has a good capacity to continue to make the further improvements needed. The school provides good value for money.

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not applicable

What the school should do to improve further

- Make better use of assessment to monitor the progress of individual pupils and to set work at the right level.
- Raise standards in writing, expecting pupils to produce longer pieces of written work in English and other subjects.

Achievement and standards

Grade: 2

Pupils achieve well. The school has received achievement awards in recognition of its success for each of the past two years. Children enter the nursery with attainment well below what is usual for their age, particularly in speaking and listening. Despite good overall progress in the foundation unit, many children do not reach the recommended goals by the time they are ready for Year 1. However, with consistently good teaching in the infants children continue to make good progress and, by the end of Year 2, they reach standards that are approaching average for their age in all the main subjects.

Pupils continue to make good progress through the juniors and reach average standards by the end of Year 6, as shown in the results of national tests for the last two years. The mathematics and science results in 2004 were in line with national averages. Although pupils' progress in 2004 placed the school in the top 1% for improvement in English and mathematics in the country, standards in writing are below average and could be better still. This is because the pupils are not given enough opportunity to write at length in all subjects.

Almost half of the pupils in the current Year 6 have learning difficulties. The systematic teaching and effective support is helping all pupils to achieve well in relation to their capabilities. Good bilingual support also enables pupils who are at an early stage of learning English to achieve well.

Personal development and well-being

Grade: 2

Pupils' personal development is good. Parents see the school as one where all children and adults are valued. Pupils behave well; they enjoy school, work hard and are well mannered and polite. Attendance is satisfactory. Pupils enjoy sport and understand that it helps to keep them healthy. The school's links with Sure Start have provided important support from the oral health team, resulting in an improvement in children's dental health. The pupils' spiritual, moral, social and cultural development is good. The pupils' views are valued and the school's 'ideas for improvement' box allows them to express their concerns. Pupils willingly accept responsibility and raise funds for charities, for example, for the victims of the south-east Asian Tsunami. The school council members are newly appointed this term and are keen to represent their classmates. The school is a friendly place where pupils feel safe. Older pupils are mature young people who talk confidently to adults. They are enthusiastic about their supervision of other children; for example, to make playtimes safer and more enjoyable.

Grade: 2

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good throughout the school, including the Foundation Stage. Most lessons include challenging activities and active questioning, which hold pupils' attention and keep them engaged in learning.

In Years 1 to 6, a variety of well planned, practical activities, especially in mathematics, make learning enjoyable and ensure that new work is fully understood. Occasionally, the pace of literacy lessons is too slow and pupils become a little restless when they are expected to spend too long listening to the teacher rather than starting their own tasks. Work in pupils' books shows that teaching is systematic and thorough. However, although basic writing skills are taught well, pupils are not asked often enough to write independently and at length.

Teaching assistants play an important role, willingly sharing their considerable skills and giving effective help to pupils with learning difficulties. The regular involvement of the headteacher and deputy head in teaching mathematics and science has been a key factor in improving the overall quality of teaching.

Assessment in English and mathematics provides class teachers with a clear picture of their pupils' current progress, which enables them to target help where it is needed.

However, the information is not used to track the progress of individuals through the school. Pupils appreciate teachers' written comments on their work but do not have individual targets to help them to take more responsibility for their own learning. Assessment in other subjects is less effective than in English and mathematics. In a number of lessons, the tasks were too hard for some pupils and too easy for others. The school is planning to improve its assessment where necessary so that it informs teachers about the specific needs of individual pupils.

Grade: 2

Curriculum and other activities

Grade: 2

The curriculum is good and meets the needs of all pupils. In the Foundation Stage, children learn through play in a stimulating environment where each child's needs and progress are carefully planned for and met. The curriculum throughout Years 1 to 6 is enriched by a wide range of visits and by visitors to the school who help to make learning more relevant and interesting. The school is working to raise standards by increasing opportunities to support pupils' personal and social development, and by paying more attention to a creative and physical curriculum in order to improve pupils' motivation. The range of extra-curricular activities is broad and a large number of pupils eagerly participate in physical pursuits, such as cross-country running.

- Grade: 2

Care, guidance and support

Grade: 1

This aspect of the school's work is outstanding and makes a significant difference to children's lives. The school has a welcoming, family ethos. The senior staff liaise closely with a range of service providers to ensure the care and support of vulnerable children and the effectiveness of the school's child protection procedures. Parents are quick to praise the school for this work, and the vast majority of the pupils believe they are well cared for. When asked what is best about their school, they replied, 'how the teachers look after you'. The quality of relationships is excellent and contributes significantly to the well-being of pupils.

The school makes every effort to remove risks and eliminate dangers in all aspects of learning. From the outset, pupils are made aware of the importance of safety. Outdoors, during play and lunchtimes, good supervision and safety procedures ensure that all pupils are safe. A well attended breakfast club gives a good start to the day for many pupils and encourages improved attendance.

- Grade: 2

Leadership and management

Grade: 2

The good leadership of the headteacher and deputy headteacher, based on a clear and accurate evaluation of the school's work, has been the crucial factor in improving the school. The senior staff 'lead from the front' in their own teaching, especially in their work as mathematics and science coordinators. The management role of other subject coordinators is satisfactory but improving. The senior staff have fostered a strong sense of teamwork and mutual respect that is reflected in the outstanding care shown to all pupils. Parents' views are sought and valued and parents acknowledge the good leadership through their responses to questionnaires.

The school has made a good improvement in standards in the main subjects and information and communication technology (ICT) since the last inspection and it is clear from this that the school has a good capacity to improve further. Provision for pupils with learning difficulties and for pupils learning English as an additional language is managed well.

Governance is satisfactory and financial management is good. Governors are supportive of the school but they are not sufficiently aware of its strengths and weaknesses to be able to hold the professionals to account and therefore contribute to the school's improvement. However, they are now taking steps to become more closely involved in the school's work.

- Grade: 2

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

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West Street Community Primary School
West Street
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Lancashire
BB8 0HW

2 November 2005

Dear Children

Thank you for making Mr Onyon and myself so welcome when we inspected your school recently. You were polite and friendly and very helpful when we spoke to you in lessons and at lunchtime. You told us how well the teachers look after you in school. We were impressed by how many of you take part in the Cross Country Club.

We like the way the school council discusses your ideas and then makes suggestions to Mr Peden. We know that you are now enjoying extra play equipment because of this. We saw how well teachers planned interesting lessons and how you work hard and learn well.

We have asked Mr Peden and your teachers to help you to do even better by giving you more chances to write in lessons. We have also asked the teachers to talk to you about your own targets so that you can continue to work hard to improve your work.

Yours sincerely

Mrs Herring
Lead Inspector
Annex B