



Aughton Town Green Primary School

Inspection Report

Unique Reference Number 119287
LEA Lancashire
Inspection number 280516
Inspection dates 19 October 2005 to 20 October 2005
Reporting inspector Joe Clark

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

Type of school	Primary	School address	Town Green Lane
School category	Community		Aughton
Age range of pupils	4 to 11		Ormskirk, Lancashire
Gender of pupils	Mixed	Telephone number	01695 423688
Number on roll	324	Fax number	01695 424406
Appropriate authority	The governing body	Chair of governors	Mrs C Rostron
Date of previous inspection	9 June 2000	Headteacher	Mr D Evans

Age group 4 to 11	Inspection dates 19 October 2005 - 20 October 2005	Inspection number 280516
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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

This average sized community school is situated in very attractive grounds in the village of Aughton, near Ormskirk in Lancashire. Most, but not all, children live close to the school, in an area of social and economic advantage. The proportion of children with learning difficulties is below average. Very few children are from minority ethnic groups and all are fluent English speakers. When children join the reception class their skills and knowledge are average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school that gives good value for money. Inspectors agree with parents, staff and governors that children who attend Aughton Town Green Primary School receive a good education. Some aspects are outstanding. The care and support given to children of all abilities and backgrounds to help them achieve well, for example, are excellent.

Children get off to a good start in the Foundation Stage and make good progress as they move on through the school. By Year 6 they are achieving standards much higher than children in similar schools. Children enjoy school and form very good relationships among themselves and with adults. Because of this, and the good teaching they receive, their attitudes and behaviour are excellent. Children make exceptional progress in their personal and social development and by the age of 11 are outstanding ambassadors for their school. Inspectors were very impressed by their politeness, diligence in the classroom and highly developed sense of humour!

No aspect of the school's work is less than good. The school has a good capacity to improve. The headteacher and key staff lead the school in a thoughtful and measured way. They know what they have to do to raise standards even further. They have identified current weaknesses in mathematics and marking and are already doing something about it. There has been a big improvement recently in out of school activities, for example, in a school production of 'Hoodwinked'. Inspectors agree with parents and children that this aspect of the school's work is excellent.

What the school should do to improve further

- Take steps to bring standards in mathematics in Key Stage 2 up to the levels children achieve in English and science.
- Improve the quality of marking and use of assessment so that children know where they are at and what they have to do to improve.

Achievement and standards

Grade: 2

Children join the school in reception class with average standards. They make good progress in their learning, and by Year 2 are doing well, particularly in mathematics. They continue making good progress overall, but in mathematics it is satisfactory. By the time they leave school at the end of Year 6, their standards overall are above average. Pupils' targets for the standard they should achieve are set high and help pupils do as well as they can.

Compared to pupils in similar schools children do very well. Achievement in science is outstanding and children consistently do better than pupils in most other schools. Good progress is made in English. Children don't achieve as well as they should in mathematics. Results have shown a steady decline over the past few years and the

2004 results in the national tests in mathematics at the end of Year 6 were only average. However, in 2005, results showed an improvement for the first time since 2001. Basic skills in the use of computers are good. Children with learning difficulties and/or disabilities make good progress because their needs are clearly identified and they receive effective support in lessons from teachers and teaching assistants.

Personal development and well-being

Grade: 1

Children enjoy coming to school and this is reflected in their good levels of attendance and punctuality. They are eager to learn, work hard in lessons and always try to do their best. Children take on responsibilities willingly and acquire good habits in effective citizenship. School council members feel their ideas are valued and acted upon.

The school's outstanding provision for children's spiritual, moral and social development through a wide range of activities helps them become increasingly mature, sensible and willing learners. Behaviour is outstanding. Children form excellent relationships with adults and each other and they feel happy and safe in school. Children are proud of their school and their achievements and show genuine pleasure in the successes of others during 'celebration' assemblies. Although the school effectively celebrates the traditions of a variety of cultures from across the world, children are not exposed enough to the full range and diversity of the minority ethnic cultures that exist in Britain today. Children are fully aware of the benefits of healthy eating and exercise, and know about the potential dangers to their safety. Their good achievement augurs well for their future economic well-being. They make a positive contribution to the local community, especially in their charity work. Inspectors agree with the school's view that children's personal development and well-being are outstanding.

Quality of provision

Teaching and learning

Grade: 2

The school correctly judges teaching and learning to be good overall. Some of the teaching is outstanding, with children being highly motivated to produce work of a very high quality. In these lessons, the teacher's lively approach, excellent subject knowledge and astute use of questioning ensure that children achieve very well. Teachers match work accurately to children's varying needs. One of the school's teaching strengths is the good use made of teachers' expertise in subjects such as religious education and music. Where teaching is less effective, some opportunities for children to be more involved in practical activities are missed.

Children with learning difficulties receive good support, especially from classroom assistants who make a valuable contribution in ensuring that progress is good. All adults manage children's behaviour very skilfully. The atmosphere for learning in lessons is very positive. Children work hard and try their best. When questioned they say they enjoy their lessons.

Overall, the high expectations of teachers, and the learning links made between subjects, especially the use of computers, ensure children achieve well. Good assessment systems are in place but the information gathered is not always used to best effect. For example, the quality of marking is inconsistent.

Curriculum and other activities

Grade: 2

The school provides a broad, well-integrated curriculum that is relevant to the needs of all children. It fully supports, for example, the development of children's computer skills in ensuring all children have regular access to computers. However, because the school is not yet connected to broadband, there is a restriction on what children can accomplish. Modern language provision is excellent. Spanish is taught to all Key Stage 2 classes with help and support from the local high school and the British Council and pupils are achieving well. There is an outstanding range of activities for children to join in out of lessons, particularly in sport, but also in music where a very high proportion of children learn to play a musical instrument. The school is very effective in helping children appreciate the benefits of healthy eating, exercise and safe living and has acquired 'Healthy School' status.

Care, guidance and support

Grade: 2

The quality of the care, guidance and support the school provides for its children is outstanding. The school sees this aspect of its work as crucial to how well children achieve. All groups of children are equally well provided for, particularly children with learning difficulties, but also children who have special gifts and talents. Carers were full of praise for the way the school supports and encourages looked after children. Parent helpers give excellent support with reading. Teachers know their children very well and provide excellent role models, creating a mutual respect that fosters exceptional relationships. Inspectors were very impressed at the way teachers managed children's behaviour and movement without ever raising their voice above the necessary minimum. Staff are well trained in the essential policies and practices that keep children safe. The Foundation Stage provides an effective introduction into the routines of school life. Guidance to children on how to improve their academic work is satisfactory but more could be done through marking and assessment practice to show them what they have to do to achieve a better standard.

Leadership and management

Grade: 2

Leadership and management of the school are good, which concurs with the school's own view and that of parents. Monitoring of teaching and learning is thorough and provides specific points for development, for example, in marking. The headteacher has created an atmosphere where everyone feels valued, cared for and respected. The many letters inspectors received from parents were full of praise for this aspect of

school provision. The headteacher is well supported by the deputy headteacher and other key staff.

Subject leaders in the core subjects of English, mathematics and science, monitor their areas well. They have identified areas for improvement and have put in place well thought out strategies for improvement, especially in English and mathematics. The management of provision for children with learning difficulties and/or disabilities is good.

Governance is good. Governors are knowledgeable and keen to oversee all aspects of the school's provision. The headteacher appreciates their challenging comments and their support.

The school has good assessment systems for checking how well it is doing and identifying where it could do better, including seeking the views of parents and children. It has accurately identified mathematics as an underperforming subject. Despite budget limitations, the headteacher has worked hard to make the building an exciting and interesting place for children to learn. Resources are deployed well.

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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?	2	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	2	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?	1	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	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?	2	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	1	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	2	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

Alexandra House
33 Kingsway
London WC2B 6SE
T 0207 421 6800
F 0207 421 6707
www.ofsted.gov.uk

Aughton Town Green Primary School
Town Green Lane
Aughton
Ormskirk
Lancashire
L39 6SF

31 October 2005

Dear Children,

Thank you very much for making us feel so welcome when we visited your school recently. We really appreciated the help you gave us, especially in sharing your work and your ideas about the school.

We were delighted to see how much you enjoyed your lessons and how hard you worked. We were impressed with your politeness and the way you respect not only each other but all the adults in the school as well.

We were pleased to be there for your Harvest Festival. We are confident you now know who to thank for the next slice of bread you eat! We think the amount of money you have raised since September for needy children is amazing. Well done.

We think that some of you higher up the school could improve your mathematical skills more. These are not as good as your English or science skills. We are sure that with the help of your teachers you can do better.

You have good teachers who are very skilful in helping you learn. From now on they are going to be concentrating more, when they mark your work, in giving you tips on how to improve it and make it even better. Make sure that if you don't understand what they mean you ask them. They are totally committed to helping you, but you have to do your bit as well.

Thank you once again for being so friendly and helpful.

Yours sincerely,

Joe Clark
Lead Inspector
Annex B