



Reedley Primary School

Inspection Report

Unique Reference Number 119320
LEA Lancashire
Inspection number 280524
Inspection dates 12 January 2006 to 13 January 2006
Reporting inspector Mr Gordon Alston

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

Type of school	Primary	School address	Reedley Road
School category	Community		Reedley
Age range of pupils	4 to 11		Burnley, Lancashire
Gender of pupils	Mixed	Telephone number	01282 693688
Number on roll	289	Fax number	01282 697051
Appropriate authority	The governing body	Chair of governors	Rev Ed Saville
Date of previous inspection	1 October 2000	Headteacher	Mrs Ruth Thompson

Age group 4 to 11	Inspection dates 12 January 2006 - 13 January 2006	Inspection number 280524
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Reedley School is a Primary school serving the area of Reedley, near Burnley, Lancashire. The 289 pupils in the school cover the full range of abilities. Almost 50% of pupils are Pakistani of whom 40% do not have English as their first language although most speak fluent English. Children enter the school with skills that are at a level similar to those expected for their age. The number of pupils who receive free school meals is about average, as is the proportion of pupils with learning or behavioural difficulties. The school has had an almost complete change in teaching staff in the last 18 months including a new headteacher and deputy.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school is effective but pupils' prior achievements indicate that this was not the case in the recent past. In 2005 national tests, significant numbers of pupils did not reach the standard they should have at 11 based on their attainment at 7. However, since the appointment of the current headteacher and deputy, standards are rising. Leadership and management are satisfactory but the subject managers, most of whom are newly in post, have not yet begun to monitor the quality of provision and standards in their subjects. Strenuous efforts have quickly created a caring environment where learning is valued by all. As a result, pupils' behaviour and relationships are good. By using their own expertise, introducing target setting for pupils and tracking their attainment, significant improvements have been made in the teaching and consequently pupil achievement, which is now satisfactory. Children enter with attainment at the expected level, they are given a satisfactory start in the Foundation Stage and standards at 7 and 11 are average in reading and mathematics but below in writing, which should be improved. Standards in ICT are average at 7 and 11 but pupils are not using these skills enough to help their learning in other subjects.

The curriculum is satisfactory and because of staff training and new ideas, provision has improved. There has been a 75% change in teaching staff: teaching is satisfactory, ensuring that pupils now make sound progress. The school's provision for vulnerable pupils is good and pupils with behaviour or learning difficulties achieve appropriately. The school provides well for pupils whose first language is not English, promoting their well-being and aiding sound progress. Working alongside the local authority following a successful support programme, the school has demonstrated a good capacity to improve. Value for money is satisfactory.

What the school should do to improve further

Extend the programme for developing in literacy to all subjects, focusing on

- improving standards of writing
- improving the quality of teaching and learning by ensuring that work set for pupils is consistently at the right level for them
- developing successful leadership and management of the full range of curriculum subjects.
- applying pupils' ICT skills in all subjects

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory. Children start school with standards about typical for their age. They enjoy school and make satisfactory progress across all classes. At age 7 and 11 they reach the level expected for their age in mathematics and reading but not in writing. The trend of poor National Curriculum test results from 2002 has been halted. In general, past results have been average at 7 and below average at 11

and the more able pupils have not made enough progress to reach above average levels. The picture is similar for pupils of average ability. Consequently, the school has not always met its challenging targets. The school is tackling this problem successfully by setting individual targets and tracking children's progress closely. The underachieving pupils are spotted earlier and support is given. This has helped to increase the number of pupils reaching and exceeding the expected level. Many of the pupils with learning difficulties and those whose first language is not English make satisfactory, and at times, good progress to reach their individual targets. Those pupils with behaviour difficulties overcome these in this caring school.

Personal development and well-being

Grade: 2

Personal development is good with outstanding examples of attitudes to work from older pupils. The message repeated in assembly 'Team Reedley- what have you done today to make the team stronger' reflects the strong community feeling evident in the school. Older pupils help younger ones and this caring support also extend to the wider community as seen in fund raising activities. Pupils enjoy learning and are eager to please teachers. Their attendance is satisfactory. Parents and pupils are emphatic there is no racial harassment. One pupil said, 'At the end of the day we are all the same and we are all friends.' Behaviour is good. Pupils say they feel safe and also show a growing understanding of how to live healthily. Improvement in reading and numeracy skills contributes well to pupils' future economic well-being.

Pupils' spiritual, moral, social and cultural development is good. The school makes excellent use of the different cultures represented in school to extend knowledge of life in a multi-cultural society. Everyone enjoyed the recent whole school Eid celebration.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. Examples of good teaching were seen especially in the juniors and this strength is the major reason standards are starting to rise. Training in the teaching of reading and writing has been rigorous and is reaping benefits, especially in reading, but there is still room for improvement in writing. The best lessons are exciting because teachers share their enthusiasm and make tasks interesting. Teachers confidently use the whiteboard to sustain pupils' interest; however, pupils do not have enough planned opportunities to use computers in the full range of subjects. More pupils are working at standards higher than expected for their age than in the past; however, when teaching was less successful, tasks were not pitched at the correct level. In some lessons seen, work was too hard or too easy, particularly in the infants. Planning is good with teachers having a clear idea about what they want pupils to learn. A common strength is the warm and caring relationships

that raise pupils' self-esteem. This is very evident in the Foundation Stage where children grow in confidence and the ability to try new experiences. Teaching assistants make a positive contribution to lessons offering good support for pupils who first language is not English and those with additional learning needs.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. Teachers plan carefully to ensure the National Curriculum is covered. Careful checks are in place to avoid omissions or repetitions in the mixed age classes. The school has a focus on planning for learning and this is evident in many classrooms where prompts and displays show an interesting variety of experiences across the full range of subjects. Planning for the Foundation Stage covers all the areas of learning. The school has a successful programme for personal development which includes health and sex education appropriate to the pupils' age. Plans have been made to improve the outdoor facilities so that more use can be made of the outside for a wide range of experiences. The school works effectively with local authority staff to ensure that pupils whose first language is other than English have the support they need. Literacy and numeracy skills are being applied well in all subjects across the curriculum. However, the planning for the use of ICT skills in other subjects is not yet satisfactory. The change of staff has curtailed the number of extra-curricular activities in the school, although more are planned to start soon. Visits and visitors enrich the curriculum and pupils look forward to these events.

Care, guidance and support

Grade: 2

The headteacher has successfully developed a community where pupils feel valued equally. Care, guidance and support are good and this is a friendly, welcoming school. There is a strong partnership with parents. The school gives pupils' welfare great priority. The learning mentor and bilingual assistant play a major part in supporting pupils, especially the vulnerable pupils who know help is always at hand. Parents appreciate this help and value the opportunity to communicate in their mother tongue when they have concerns. Child protection procedures are well established with all staff being trained. Health and safety checks are carried out regularly and the school makes very good use of external agencies. Procedures for assessing pupils' academic progress are satisfactory overall with strengths in literacy. The systems are relatively new and not yet used consistently by all staff. A good start has been made in including pupils in their learning by giving them individual targets. The next step is for pupils to use them more when working.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher, with the help of the local authority, has led the school very well since her appointment in 2004 creating a

caring, learning environment, ensuring that all pupils enjoy equality of opportunity. She is well supported by the deputy and all staff who are beginning to focus the school on raising standards after having successfully improved pupil involvement in school life and behaviour. She is developing self-evaluation with the support of the governing body and staff. Senior managers are increasing their involvement and impact in developing their subjects. In literacy and numeracy, where improvements were needed, coordinators accurately identified the problem and introduced measures to improve standards. However, many staff are new and inexperienced and this good practice is not present in other subjects. The school has now introduced class targets for pupils and developed a pupil tracking system that has the potential to identify those who are not doing as well as they should. As a result, the school is moving along successfully with a good capacity to further improve. Value for money is satisfactory.

The headteacher seeks the views of parents and pupils: the results of which are positive. Governors know the school well and are developing their role as a 'critical friend'.

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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?	3	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	3	NA
The effectiveness of the school's self-evaluation	3	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?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	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?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	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?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	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	3	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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Reedley Primary School

Reedley

Burnley

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12 January 2006

Dear Pupils,

I am writing this letter after just spending two enjoyable days in your school and want to thank you all so much for making the experience such a pleasurable one. We came to see how good your school was and you had a very important role in this just as much as your teachers had.

You did not let the school down in any way, in fact your friendliness, good behaviour and relationships with one another is a credit to you all and helped us to judge just how good your school is in helping you to grow and learn.

Well, what did we think after these two days? I know your teachers were a little worried with inspectors coming, but hopefully our report will help them feel all the hard work they do is worthwhile. I always ask pupils their views of the school and one boy said 'We have team Reedley and we are all have a part to play in it'. He was right; your school is a very caring school where everybody contributes. You have a good team of adults led by a hard-working head teacher and deputy and everyone wants you to do as well as you can. Your teachers make learning interesting, make you work hard and as a result you make satisfactory progress in lessons. They also arrange a number of visits for you to go on and visitors to talk to you. We were pleased to see how very hard you worked but equally important was how very well everyone got on. We saw lots of pupils who had responsibilities and jobs to do, who did them very well. We were also very pleased to see the clubs you can go to and the good attendance by you to take regular exercise.

I'm sure your teachers always say, 'This is good but you could make it even better if you...'
Well, this is what we are telling your school – to get even better it needs try to get standards higher, particularly in writing, and give you all more chance to use computers to help you learn in all the subjects you do (I'm sure you like the second one best, I would!). We also felt that all teachers need to make sure that you are always working at the right level.

Finally, thank you again and I am sure if you and your teachers continue to work as hard as you did when we were in school your school will continue to do well.

Yours sincerely

Gordon Alston
(Lead inspector)