



Inspection Report

**Better
education
and care**

Unique Reference Number 119325
LEA
Inspection number 280525
Inspection dates 7 December 2005 to 8 December 2005
Reporting inspector Mrs Jennie Platt

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

Type of school	Primary	School address	Hunters Road
School category	Community		Clayton-le-Woods
Age range of pupils	4 to 11		Leyland, Lancashire
Gender of pupils	Mixed	Telephone number	01772 433641
Number on roll	164	Fax number	01772 433641
Appropriate authority	The governing body	Chair of governors	Mr Steve Suggitt
Date of previous inspection	1 June 2000	Headteacher	Mr Mike Mihell

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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

This is an average size school. Pupils are taught in six mixed-age classes. The school serves an area that is socially and economically similar to the national picture. Pupils' attainment when they start school is broadly average. An average proportion of pupils take a free school meal. Very few pupils are from minority ethnic backgrounds and none requires help because English is not the home language. An average proportion of pupils has additional learning needs and three have a Statement of Special Educational Need. More pupils than usual leave or join the school between the reception class and Year 6. There is out-of-school care for 16 pupils. The school has membership of Next Generation, a project promoting sport and other activities to encourage children to be active.

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 happy and caring school which provides a good quality of education. This judgement is the same as the school's evaluation of its work. The headteacher gives a strong lead to sustaining high standards and to providing a richness of experiences. Consequently, the children enjoy school and attendance is much higher than average. Teaching is good and pupils achieve well although higher attaining pupils in Key Stage 1 could make better progress in writing. Standards are high as pupils leave school and a large number of pupils reach above-average levels. Provision in the Foundation Stage is satisfactory and children reach the standards expected by the end of reception, except in communication, language and literacy, where planning and assessment are not rigorous enough to enable children to make as much progress as they should. The school has plans to improve the outside provision. The school has an accurate picture of its strengths and areas needing attention. However, managers and governors are not sufficiently involved in checking that changes are having an impact on standards. The school has successfully addressed the issues raised in the previous inspection. Provision for information and communication technology (ICT) has improved with better resources. Results in tests have been rising and the capacity to improve and value for money are good.

not applicable

What the school should do to improve further

- Raise standards in communication, language and literacy in the Foundation Stage by improving planning and assessment procedures.
- Develop opportunities for outdoor play for the younger children.
- Raise the achievement of higher attaining pupils in writing in Key Stage 1.
- Improve strategic planning by strengthening the monitoring role of managers and governors and checking that targets for improvement are precise and measurable.

Achievement and standards

Grade: 2

Overall achievement is good. Children start school with a wide range of ability but overall standards are average. Progress is satisfactory in the Foundation Stage. Children reach the standards expected by the end of the reception class except in communication, language and literacy, which is below this level. The focus on personal and social skills leads to better progress and this sets a firm base for future learning. High standards in Years 2 and 6 are sustained by good progress. Results of national tests in Year 6 last year were impressive and exceeded the school's targets because of the high number of pupils gaining above-average standards. Results of national tests in Year 2 have generally been above average. The school knows that there is more to do in raising standards in writing and this is, rightly, a focus for improvement. In particular, the higher attaining pupils in Key Stage 1 are not making as much progress as they should in writing. Good improvement in ICT has been secured by more resources

and more use of ICT across the curriculum. Pupils with additional learning difficulties and those assessed as especially gifted and talented make good progress because of adjustments to their curriculum and additional help.

Personal development and well-being

Grade: 2

Personal development is good. Pupils' attitudes are positive and they are keen to learn and enjoy school. In science, pupils were delighted to see the noses on their model clowns spin round as they completed an electrical circuit. This is a happy place to be and attendance rates are high. Staff praise pupils so behaviour is good. A few grow restless or have difficulty working independently when unsupervised.

Spiritual, moral, social and cultural development is good. The focus on appreciating nature is strong, for example, in the butterfly garden. In the assembly seen, limited spirituality was developed because of a lack of music or a focal point. Older pupils carry out responsibilities in a very mature way. School councillors are valued by pupils, who say they help to sort out any problems. Good attention is given to learning about their own and other cultures. The promotion of healthy eating and physical activity means pupils understand the benefits of looking after themselves. They know how to keep safe and also care for others, both locally and in the wider community. The many imaginative ways pupils raise funds and learn how to make items for a profit provide an excellent insight into their future economic well-being.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Teachers make good use of assessment information to plan activities that successfully build on the pupils' prior knowledge. Practical activities and games make learning fun. Interactive whiteboards are used effectively to support learning and capture pupils' interest. Much is achieved in Years 5 and 6 because the pace of learning is brisk and activities challenge pupils. A positive feature is the clarity of what pupils are to learn and pupils' involvement in evaluating their learning. Occasionally, in other classes, teachers plan too many activities so that the overall outcome for the lesson is unclear and teaching and assessment of learning are less successful. Pupils respond well to teachers' high expectations of behaviour and lessons run smoothly. Support staff are an asset, especially in helping pupils with additional learning needs so that they achieve success. However, higher attaining pupils in Key Stage 1 are not sufficiently challenged to write at length. Teaching and learning in the Foundation Stage are satisfactory. A common strength is the staff's warm manner and the way they encourage children to become independent. However, planning and assessment are not rigorous enough and this is hampering progress, especially in language, communication and literacy. To raise standards the school is using a more active approach to teaching letters and their sounds.

Curriculum and other activities

Grade: 2

The curriculum is rich and embraces creative, physical and academic development. In Key Stage 2, teachers adapt the curriculum well to make learning exciting. History may be the focus for a block of time or subjects may be grouped together and this makes learning more meaningful. Pupils recall and talk enthusiastically about these events. Pupils use their literacy, numeracy and ICT skills well in different subjects. Pupils with additional learning needs are fully included in all aspects of the curriculum and the fun element in learning meets their needs most effectively. Parents and outside agencies are fully involved as necessary. Curriculum activities for children in the Foundation Stage are satisfactory but the opportunity to extend learning to the outside is underdeveloped. Pupils appreciate the wide range of after-school activities which extend their skills. Visits and visitors also add to the richness of experiences and enhance learning.

Care, guidance and support

Grade: 2

The caring ethos, safe environment and good relationships throughout the school reflect the good pastoral care, guidance and support given to pupils. Pupils say they feel safe and secure and know who to turn to with any problems or concerns. Child protection and all other risk assessments are securely in place and all staff have taken part in specialist training to ensure the well-being of pupils with medical problems. Good induction procedures help pupils settle quickly into school routines. Procedures for monitoring academic achievement are good. The school is moving towards involving pupils more in their own learning by setting them individual targets. These are being refined to make them more clearly understood by pupils. The next step is to bring them more to pupils' attention by referring to them more often in comments in marking and lessons.

Leadership and management

Grade: 2

Inspectors agree with the school that leadership and management are good. The headteacher is committed to keeping enjoyment at the heart of everything. His charismatic style leads to this approach permeating the daily life of the school. The strong team of headteacher and enthusiastic deputy have resolved previous weaknesses and raised standards, and the capacity to improve is good.

The school is self-critical and has an accurate picture of its strengths and areas for development. Parents appreciate the opportunity to chat with the headteacher every day, as well as knowing that concerns raised in questionnaires are acted upon. The school has a clear idea of priorities, as in the current focus on writing. However, these priorities are difficult to spot in the school's development plan because it includes too many less significant priorities. Action plans are included for every subject and it is

not always clear how proposed actions will improve standards or success will be measured. Managers do not have enough opportunity to monitor what is happening in the classroom so that they can identify how to further raise standards. Governance is good. Governors keep a close check on obtaining value for money when spending. All are fully committed to promoting equality of opportunity, especially for pupils with additional learning needs. Governors are aware they need to be more involved in decision-making, and training is planned to extend their self-evaluation skills.

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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	3	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?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	1	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	1	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	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	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

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Lancaster Lane Community Primary School
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PR25 5TT

8 December 2005

Dear Children

Many thanks for your warm welcome during our visit to your school. We greatly appreciated the polite way you greeted us and told us about your school.

We liked these things the most:

you told us you enjoy school and that is very clear in your smiling faces and the way you attend school regularly

you work hard and make good progress

we agree with you that teaching is good and lessons are often interesting

you follow an exciting programme of activities which include teaching you about keeping safe and helping others

the school is well led and managed and runs smoothly.

We have asked your teachers to look at the following things to make school and your progress even better:

to help children in the reception class more with their reading and writing and to provide a more interesting outdoor space for them

in the infants some pupils could improve their writing

we would like managers to have more opportunity to look at what is happening in lessons so that they can set clearer targets to raise standards even higher.

We enjoyed sharing your excitement as you prepared for Christmas. We are sure this will be just one of the many wonderful memories you will have from your time in school.

With best wishes for your future happiness

Mrs J E Platt and Mrs D Davenport (Inspectors)