



Oswaldtwistle St Andrew's Church of England Primary School

Inspection Report

Unique Reference Number 119413
LEA Lancashire
Inspection number 280550
Inspection dates 28 February 2006 to 1 March 2006
Reporting inspector Mr Mark Williams

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

Type of school	Primary	School address	Springfield Street
School category	Voluntary controlled		Oswaldtwistle
Age range of pupils	4 to 11		Accrington, Lancashire
Gender of pupils	Mixed	Telephone number	01254 231279
Number on roll	170	Fax number	01254 872601
Appropriate authority	The governing body	Chair of governors	Mr Paul Austin
Date of previous inspection	1 November 1999	Headteacher	Mrs Christina Wilkinson

Age group 4 to 11	Inspection dates 28 February 2006 - 1 March 2006	Inspection number 280550
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and one additional inspector.

Description of the school

This is a smaller than average primary school. The percentage of pupils in receipt of free school meals is average, as is the proportion of pupils identified as having learning difficulties and/or disabilities. Nearly all pupils are of white British heritage. The number of pupils starting or leaving school other than at the beginning of the school year is high. Pupils enter school with a wide range of abilities that are broadly average, overall.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This school provides a satisfactory education for its pupils and gives satisfactory value for money. It has particular strengths in the personal development and well-being of its pupils, the care it provides through its strong community spirit, and the respect it affords its pupils. Parents and pupils are overwhelmingly positive in their views about the school. Provision in the Foundation Stage (Reception class) is satisfactory.

The headteacher has introduced many important and necessary changes to school structures and practices. However, because recent monitoring and evaluation of these changes have not been rigorous, and the role of subject leaders is not fully developed, these have yet to impact fully on all aspects of school life. For example, achievement and standards overall are satisfactory but are less secure in Key Stage 1 where they are declining.

Teaching and learning are satisfactory overall. There are strengths in teaching across the school but it is weak for the oldest pupils in Key Stage 1. Generally, there is insufficient challenge for the more able pupils. Recently introduced systems of tracking pupils' progress are not fully understood by the teachers and are inconsistently applied. This means that while the care the school provides is good, guidance and support are less effective.

Although the school considered itself to be good, and inspectors judge it satisfactory, it has an accurate view of areas that require attention and has implemented improvement plans. The school has made significant progress since the last inspection and has satisfactory capacity to improve further.

What the school should do to improve further

- Improve standards at the end of Key Stage 1 by improving the quality of teaching and learning.
- Ensure consistent understanding and application of the school's systems of tracking pupil progress to set challenging targets for all pupils.
- Rigorously monitor and evaluate the impact of changes on achievement and standards across the school.
- Develop the role of subject leader so they have a clear understanding of standards and progress and what needs to be done to improve further.

Achievement and standards

Grade: 3

Achievement is satisfactory and standards are broadly average. Pupils enter school with abilities broadly in line with those found nationally. In the Foundation Stage (Reception class) pupils make satisfactory progress, although pupils are insufficiently challenged to their full potential.

Progress dips at the end of Key Stage 1 and pupils' standards are well below average. The school is aware of this. However, indications show that measures the school has put into place to rectify these issues are not likely to impact positively on standards until next year.

Pupils make better progress in Key Stage 2, particularly in English, and by the time they leave school at 11, they reach average standards. Recent challenging targets for Year 6 pupils have been met. However, there is generally insufficient challenge for the more able pupils. The school's systems of tracking pupils' progress are still developing and are not used consistently to give accurate information about what pupils have and can achieve.

Pupils with learning difficulties and/or disabilities make satisfactory progress as a result of clear individual education plans and the work of learning mentors and teaching assistants.

Personal development and well-being

Grade: 2

Inspectors agree with the school's own evaluation that provision in this area is good.

Pupils' spiritual, moral, social and cultural development is good and is enhanced through interesting and thought provoking acts of worship, pupils' pride in their school, a committed school council, and an impressive array of multicultural displays and activities.

Pupils display positive attitudes to school and behaviour is good. They enjoy school and the many activities offered. This is reflected in their attendance, which has improved in recent years and is now good. Pupils adopt safe practices. For example, they are aware of hazards and dangers in physical education lessons and choose to eat healthy snacks at break times.

The school enjoys positive relations with the local community, including local churches. There has been a growth in pupil numbers.

Pupils are encouraged to develop team building skills and do this through group and partner work. The school council has been influential in securing playground improvements. The recent allocation of a budget for this group, coupled with 'Young Enterprise' links, ensures that pupils are provided with opportunities to contribute to their future economic well-being.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall with some good teaching seen in all key stages.

In the Foundation Stage, the clear focus on teaching pupils the basic skills enables them to become confident readers and writers. However, some activities children choose lack challenge and opportunities to use literacy and numeracy skills in play.

When teaching is good, pupils are eager to do well. Effective use is made of challenging questions and interactive white boards to model new learning. Good use is made of paired discussions to involve pupils in developing their levels of understanding.

The teaching of the oldest children in Key Stage 1 is weak and does not enable the pupils to achieve well. For example, work is either too hard or not sufficiently challenging, and pupils are not encouraged to do their best work. As a result, progress is slow, pupils do not reach their targets and standards are well below average.

Marking is too often unhelpful and doesn't give sufficient guidance to pupils on how to improve. Occasionally, repeated errors go unchecked. The use of target setting, assessment and tracking pupils' progress to inform planning is at an early stage of development and is not used consistently throughout the school. As a result, individual targets are often too general and pupils are unclear on how to improve their work to reach the next stage in their learning.

Curriculum and other activities

Grade: 3

Overall the curriculum, including personal, social and health education, and for pupils with learning difficulties and/or disabilities is satisfactory. The Foundation Stage curriculum covers all the required areas of learning but activities children choose for themselves are not sufficiently challenging.

There is an appropriate emphasis in most year groups on literacy, numeracy and information and communication technology (ICT), which makes a sound contribution to pupils' future role in society and their economic well-being. Within the healthy schools programme children learn to share their concerns, look after themselves and eat healthily.

A good variety of enrichment activities is provided and there is a good rate of take up of these.

Care, guidance and support

Grade: 3

The school takes good care of all its pupils and treats them with respect. Health and safety routines and risk assessments are fully in place and child protection procedures are clear and understood by all.

Pupils with learning difficulties and/or disabilities are ably supported by staff who understand their individual needs. Vulnerable children receive a particularly high level of care and support and, as a result, become confident and secure learners.

Pupils feel safe in the school and know their teachers value their opinions and will listen to any fears and worries they may experience from time to time.

Pupils are not supported as well as they could be in their learning. Teachers are beginning to track each pupil's academic progress and to set targets to help pupils improve. However, these targets are not specific enough to provide pupils with the extra guidance they need to become more successful.

Leadership and management

Grade: 3

Leadership and management are satisfactory overall. The school has an accurate view of its strengths and weaknesses. The headteacher has established a clear vision and made important and necessary changes in structures and practices. However, recent checking of the progress of these changes has not always been sufficiently rigorous and they have not yet raised achievement and standards. Nonetheless, the school has improved significantly since the last inspection and inspectors judge the school has satisfactory capacity to improve further.

The headteacher has successfully established a community minded and respected school. She has been able to do this by listening to and acting upon the views of pupils, parents, staff, governors and community. Most governors are new to post and, while they are committed to the school and share the headteacher's aspirations, their role is still developing. This is true also of the school's senior leadership team. Currently, subject leaders do not have a clear view of standards in their subjects and what must be done to improve further.

Financial management is sound. Funding has been used appropriately; for example, to enhance provision in ICT.

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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?	3	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	2	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	3	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?	3	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	3	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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The Pupils

Oswaldtwistle St Andrew's Church of England Primary School

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Oswaldtwistle

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Lancashire

BB5 3LG

2 March 2006

Dear Pupils

As you aware Mrs Cressey and I came to visit your school recently. Thank you very much for the warm welcome you gave us. We really enjoyed meeting you all.

This is what we liked about your school:

we thought your behaviour in and around school was good

we liked the way you worked in groups and with your 'talking partners'

we think the school is giving you good opportunities to be healthy and safe

you have tried really hard to be good attenders

your school council is good at listening and speaking on your behalf

the grown ups in school really care for you and you care for each other

the clubs provided for you are good and you enjoy attending them

nearly all of you try hard in your work.

We know you are proud of your school and the grown ups want you all to do as well as you can. Lots of interesting things and changes are happening. We have asked the grown ups to make sure these changes help your school to improve further. We have also asked them to make sure they know exactly what you can do so that they can plan activities that will make you work and think even harder in the future.

We wish you every success!

Yours faithfully

Mark Williams

Her Majesty's Inspector of Schools