



Clayton-le-Woods Church of England Primary School

Inspection Report

Unique Reference Number 119468
LEA Lancashire
Inspection number 280565
Inspection dates 17 October 2005 to 18 October 2005
Reporting inspector Delia Hiscock

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

Type of school	Primary	School address	Back Lane
School category	Voluntary aided		Clayton-le-Woods
Age range of pupils	4 to 11		Chorley, Lancashire
Gender of pupils	Mixed	Telephone number	01772 335030
Number on roll	227	Fax number	01772 629571
Appropriate authority	The governing body	Chair of governors	Mr David Barlow
Date of previous inspection	1 February 2000	Headteacher	Mr Mike Philipson

Age group 4 to 11	Inspection dates 17 October 2005 - 18 October 2005	Inspection number 280565
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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

This average-sized primary school has 227 pupils on roll and slightly more boys than girls. Most pupils in the school are white. A few children are from families of mixed heritage but none is learning English as an additional language. The school is situated in the small village of Clayton-le-Woods in Lancashire. There is little social deprivation. The number of pupils claiming free school meals is low, as is the proportion of pupils with learning difficulties. Attainment on entry to reception is above average. The school is led by a headteacher from a local school as part of a collaboration programme between two schools.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school. This judgement matches the school's own assessment of its effectiveness. Teaching and learning are satisfactory but inconsistent. Although the teaching enables pupils to make sound progress and achieve the standards that they should, which are above average, pupils would make better progress with better teaching. Pupils' personal development is good; they feel safe and well cared for, enjoy school and behave well. Overall, leadership and management are satisfactory but the school has been through a period of instability because of changes of headteacher. The Foundation Stage provision has improved and the teaching there is now good. The school has started to evaluate its work and the headteacher recognises the need for better systems to check on pupils' progress and performance. The governing body and the headteacher recognise the need for important improvements in teaching and pupils' progress. The considerable work that they have already undertaken shows that the school is in a sound position to make these improvements. The school provides satisfactory value for money.

What the school should do to improve further

- Improve the quality and consistency of teaching so that all pupils, particularly the more able ones, make better progress.
- Improve the use of assessment information so that pupils know more precisely what they need to do to improve and achieve their targets.

Achievement and standards

Grade: 3

The pupils' achievement is satisfactory. The younger children's attainment is generally above average when they enter reception. They make sound progress throughout the school and standards are above average at the end of reception, Year 2 and Year 6. The unpublished test results for 2005 show improvements in the school's performance. Children's progress is good in Year 6, and this makes up for the inconsistent progress in Years 1 to 5. In these year groups more able pupils underachieve. Good basic skills of literacy and numeracy are evident in the full range of subjects in all year groups. The very small number of pupils from mixed-heritage families make similar progress to their classmates. Pupils with learning difficulties make satisfactory progress towards the targets set for them but some of their targets could be reached more quickly.

Personal development and well-being

Grade: 2

Overall, personal development is good. In this judgement the inspectors take a more positive view than the school. Parents and pupils all assert that school is enjoyable and the excellent attendance figures reflect this. The relationships are pleasant and pupils are happy in school, as shown on the playground, assemblies and at lunchtime.

They make a good contribution to the school community and take on many responsibilities, even in reception, where the rota of jobs is regarded as a special treat by the children. Pupils have a satisfactory awareness of the importance of a healthy lifestyle and their strong basic skills of literacy and numeracy equip them well for their future education and adult life. Pupils' spiritual, moral and social development is good. Pupils show good understanding of their place in the world. They are courteous and polite, mature and responsible. Their actions clearly reflect the important values that they are taught. Pupils have an understanding of different cultures but this is mostly limited to differences in religion.

Quality of provision

Teaching and learning

Grade: 3

Overall, teaching and learning are satisfactory and account for the pupils' satisfactory progress. However, the teaching is inconsistent and more consistently good teaching would lead to better progress. Some of the more able pupils, in particular, say that the work is not hard enough. In the best lessons, such as those in Year 6, work is interesting and well matched to what pupils of different abilities need to achieve next. Pupils with learning difficulties have good support but could often make quicker progress towards their targets. The quality of teaching in reception has improved and is good. However, throughout the school, too many lessons are dull. In these lessons, pupils sit and listen for too long and are rarely expected to use their curiosity and interest to motivate and direct their learning. Although teachers know their craft and plan carefully, the pupils are not fully at the heart of the work set. They achieve adequately but they could achieve more. Teachers do not use assessment information to plan work that is hard enough for the more able pupils. This slows the rate at which they progress. The headteacher has good plans to rectify this important shortcoming.

Curriculum and other activities

Grade: 3

The school curriculum is satisfactory and meets all statutory requirements. It meets learners' overall needs adequately and plans the application of their skills of literacy and numeracy effectively in all subjects. The curriculum for the Foundation Stage is satisfactory and improving. The pupils enjoy a wide range of out-of-school activities. Residential visits make a good contribution to children's learning by enabling them to build successfully on their existing skills and interests. Most activities match the needs of children but not all are challenging enough to meet the needs of the more able pupils except in Year 6. Again, activities planned to help pupils to learn independently tend to occur in Year 6.

Care, guidance and support

Grade: 3

Overall, the care, guidance and support are satisfactory. Pupils feel cared for and safe because there are adequate procedures to support them. Pupils learn how to keep safe and to guard against risks. Activities to raise pupils' awareness of healthy lifestyles are satisfactory. Very good links with the church support pupils' personal development. The school has a wealth of assessment information but is not using it to set targets precisely enough for individual pupils. At present, targets tend to be too general to be effective. The close attention and encouragement given to pupils with learning difficulties help them to feel supported and more confident but would make better progress if higher expectations were written into their targets.

Leadership and management

Grade: 3

Leadership and management are satisfactory overall. The headteacher has led the school well through a period of instability. The headteacher puts raising pupils' achievement at the heart of the school's drive for improvement. With the support of the senior staff, the headteacher has introduced important changes through the partnership arrangements between the two schools. These changes are helping to raise standards. Improvements in the Foundation Stage curriculum, leadership and teaching are all improving. The headteacher sees clearly what needs to be done to bring key areas of the school's work up to a good standard. He understands the school's strengths and weaknesses well, and the school's self-evaluation was mainly accurate. His evaluation, for example, of the quality of teaching, is helping staff to understand what needs to be improved. The views of parents and pupils increasingly contribute to this picture. The work set for higher attaining pupils is now under scrutiny and teachers are keen to get this right. However, much remains to be done to train subject managers and teachers to assess pupils' progress and plan their work more effectively.

Governors carry out their responsibilities satisfactorily. They speak of their need for training and have taken decisive steps in partnership between the two schools so as to achieve their goals. They also recognise that, in the past, they have relied too much and too uncritically on the school management team for information. However, they played a full part in making huge improvements in the school's accommodation in the past year.

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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	2	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	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	3	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	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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Clayton-le-Woods Church of England Primary School
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19 October 2005

Dear children

First of all, thank you very much for welcoming us to your school so kindly. We enjoyed talking with you and finding out about the things that you enjoy doing and the things that you might like to see in your school.

We decided that your school provides you with a satisfactory education. The things that we particularly liked were:

- the way that you and your parents enjoy the activities your school offers;
- the excellent level of your attendance at school;
- the way the school cares for you all equally well;
- the good way you all behave towards each other and your teachers;
- the good skills you are gaining in reading, writing and mathematics.

In order to make the school better for you, I have asked the teachers to:

- improve the way they set targets for you;
- improve lessons, making them more exciting and challenging.

Thank you for helping us so much with the inspection of your school. We all hope that you will carry on enjoying learning, and helping your teachers to make Clayton-le-Woods Church of England Primary School a good place to be.

Yours sincerely

Mrs Delia Hiscock
Mr Eric Jackson
Lead Inspector
Additional Inspector

Annex B