



Moor End Primary School

Inspection Report

Unique Reference Number 119187
Local Authority Lancashire
Inspection number 291349
Inspection dates 10–11 January 2007
Reporting inspector John Ashton

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

Type of school	Primary	School address	White Ash Lane
School category	Community		Oswaldtwistle, Accrington
Age range of pupils	3–11		Lancashire, BB5 3JG
Gender of pupils	Mixed	Telephone number	01254 233312
Number on roll (school)	223	Fax number	01254 301794
Appropriate authority	The governing body	Chair	Mrs J Moseley
		Headteacher	Mrs C L Jackson
Date of previous school inspection	1 February 2001		

Age group	Inspection dates	Inspection number
3–11	10–11 January 2007	291349

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school is a larger than average size school, which serves an area with pockets of social and economic disadvantages. It has a Nursery class and a special educational resource provision for Key Stage 1 pupils with speech and communication difficulties. The proportion of children qualifying for free school meals is broadly average. A higher than average proportion of pupils has statements of special educational need. Very few pupils are from minority ethnic groups and no pupil speaks English as an additional language.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This much improved and now good school gives its pupils a happy and good start to their education. Provision in the mixed Nursery and Reception classes is very good. By the time the children reach Year 1 they have made good progress in most of the early learning goals from a very low starting point on entry to the school. By the end of Year 2, standards are close to the national average. Progress in Key Stage 2 is good overall but not consistently so from class to class. Standards by the end of Year 6 are rising at a good rate, reflecting the strength of some outstanding teaching. In the 2005 national tests, results in English, mathematics and science were broadly average and pupils achieved well. There was a similar picture in 2006, but with more able pupils doing better than previously.

Parents appreciate the good facilities the school offers their children and feel the school has improved significantly in recent years. Pupils say that the best things about it are the teachers, the learning mentors and the extra-curricular activities. 'This is a good school if you are a taking-part person', said one pupil, for there are 'lots of things going on.' Pupils enjoy their learning and their attendance broadly matches the national average. They feel safe in the school and are aware of the merits of exercise and healthy eating. Their developing social, literacy and numeracy skills provide a good basis for the next stages of their lives. Many pupils serve their school community well in a whole range of different ways.

Good quality teaching is bringing about good learning and good progress throughout almost all areas of the school. The curriculum is much more balanced than at the last inspection and there is an increasing emphasis on developing pupils' creativity by the imaginative use of educational visits and interesting visitors. Pupils' academic progress is monitored half termly and carefully followed up when there is a danger of underachievement. Safeguarding arrangements are securely in place for all pupils. Particular care is given to children with learning difficulties and disabilities and the two learning mentors give excellent care and support for children and their families, enabling vulnerable children to develop positive personal and social skills and become confident learners.

The school is well led and managed and gives good value for money. It has improved greatly in recent years and has a good capacity for further improvement. The very capable and experienced headteacher has re-energised and re-focused the staff and the result is a vibrant, hard working and positive community. The school evaluates itself effectively. It identifies accurately that although teaching and learning are good overall and some is outstanding, progress is not consistent enough in Key Stage 2. The staff use assessment information well to help raise standards, but do not share this information enough with pupils.

What the school should do to improve further

- Improve the consistency of teaching and learning at Key Stage 2.

- Share relevant assessment information with pupils so that they understand better how to improve their work.

Achievement and standards

Grade: 2

Pupils' overall achievement is good and they attain broadly average standards. Children make good progress in the Nursery and Reception classes and by the time they reach Year 1 standards are close to national expectations. This good progress is sustained in Years 1 and 2, and by the end of Year 2, pupils attain broadly average standards.

Progress in Years 3 to 6 is good overall but inconsistent, reflecting variation in the quality of teaching from year to year. Results of the national tests at the end of Year 6 have increased steadily year-on-year for the past four years. Results in 2005 were broadly average and pupils achieved well. The school accurately identifies potentially higher attaining pupils and is increasingly successful in helping them reach high levels. The Year 6 results in 2006 were similar to those of the previous year, except they showed an increased proportion of pupils achieving the higher Level 5 in English, mathematics and science.

Throughout the school, pupils with learning difficulties and disabilities, including the pupils in the class for speech and communication difficulties, make good progress as a result of the good quality teaching, care and guidance that they receive.

Personal development and well-being

Grade: 2

Pupils' personal development is good, including their spiritual, moral, social and cultural development. This contributes to pupils achieving well in their school work. Pupils enjoy coming to school and are regular attenders. They are lively and work well together in lessons, sharing ideas and working out challenging tasks. The school council members are very proud that they work with their teachers to improve behaviour. Pupils report that bullying is very rare and is dealt with immediately and effectively. Pupils know how to keep themselves safe and healthy and understand their responsibility to other pupils, their own town and to the wider global community. They are very proud of their contribution to switching on the Christmas lights in their town. Through setting up the school stationery shop, pupils are developing a good financial knowledge as well as contributing to the raising of additional funds for their school library.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good overall and pupils are kept busy and interested with challenging tasks. Relationships are good. Learning assistants are well briefed and

they support the children's learning well. Teaching and learning are very good in the Foundation Stage and in Years 1 and 2 because staff plan together well and share responsibility for leading a whole variety of interesting activities, including the especially good use of the excellent outdoor play area. Staff ensure that all children know what they are intended to learn at the start of every session and so they remain focused on their learning throughout the lesson.

In Years 3 to 6, although lessons are usually good and sometimes outstanding, the quality of learning is inconsistent across the key stage. Teachers' marking of pupils' work congratulates them for their efforts but often does not point out clearly enough why a piece of work is good or what the pupils need to do to improve it.

Curriculum and other activities

Grade: 2

The curriculum is good and all pupils experience a broad range of relevant activities. The Foundation Stage provides a very rich environment where children learn through play and where each child's needs are met. The good emphasis on developing pupils' basic literacy, numeracy and information and communication technology skills, along with a very good programme of social and health education, provides the pupils with necessary tools to develop personal safety, care and healthy living and prepares them well for life in the twenty first century. The school is actively seeking to raise standards by developing the creative and physical curriculum to increase interest and motivation for different groups. Pupils respond well and particularly value the many visits and visitors their teachers organise for them. The school is vigilant in ensuring that all pupils, whatever their abilities or interests, have work and support to enable them to be successful learners. Staff are deployed exceptionally well to help pupils with learning difficulties and disabilities, and those who are able, gifted or talented, to make the progress they are capable of.

Care, guidance and support

Grade: 2

Pupils achieve well in their personal and academic development because of the good care the school provides for them. Highly effective procedures are in place to safeguard children's welfare, health and safety. The needs of pupils with learning difficulties and disabilities are very quickly identified and the necessary support is quickly put in place. Pupils who are vulnerable receive outstanding levels of care and support from experienced learning mentors. The school monitors pupils' progress very rigorously to ensure that all are making the progress they are capable of and are receiving the support they need. However, pupils themselves, though they have some awareness of their class targets, do not understand sufficiently how well they are doing as individuals and what they need to do to move on to the next stage in their learning.

Leadership and management

Grade: 2

Leadership and management are good and there is compelling evidence of a good capacity for further improvement. The school has made great strides forward in recent years, in part by making good use of considerable capital investment. The internal and external accommodation has been vastly improved and is used to very good effect throughout the day. The leadership has also brought about increasingly effective teamwork and better deployment of staff. This has increased morale amongst the staff, along with improved skills in managing pupils' behaviour. This has led to rising standards and better achievement. The key to this improvement is the skill and determination of a very capable and experienced headteacher in refocusing the staff on what the school really should be doing for its pupils. The school's self-evaluation process is accurate and the school is well aware of what it needs to do to improve further. Previous inspection issues have been dealt with well. For example, the curriculum is far better suited to pupils' needs. Governance is good. Governors are thoroughly in touch with the strengths and weaknesses of the school and challenge the leadership when necessary in a positive and helpful way.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Moor End Primary School

White Ash Lane

Oswaldtwistle

Accrington

Lancashire

BB5 3JG

12 January 2007

Dear Pupils

Mrs Cressey and I thoroughly enjoyed our visit to your school last week. Thank you for being so helpful, making us feel so welcome and telling us all about the school. A particular thank you to those children who gave up some of their time to share a working lunch with us as we discussed how well they were doing and how well they enjoyed their work.

You go to a good school and you are very much a part of what makes it good. We particularly liked how well looked after you all are and how friendly, cheerful and helpful all the staff are. We agree with you that the learning mentors are an excellent resource and the play area for the younger children is absolutely wonderful. You are well taught and your school is well led. There is a good balance in the types of activities organised for you both in class and at lunchtimes and after school.

To help you even more we have asked Mrs Jackson and the school governors to make sure that you always have lessons which get the very best out of you, especially in the junior classes, and to find ways of sharing with you more often how well you are doing and what you need to do to improve your work. You could help by continuing to work as hard as you do.

We wish every one of you well for the future.

Yours sincerely

John Ashton

(School Inspector)