



Clayton-le-Moors All Saints Church of England Primary  
School  
Inspection Report

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**Unique Reference Number** 119448  
**Local Authority** Lancashire  
**Inspection number** 291423  
**Inspection date** 17 October 2006  
**Reporting inspector** Dave Byrne

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

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<b>Type of school</b>	Primary	<b>School address</b>	Church Street
<b>School category</b>	Voluntary aided		Clayton-le-Moors, Accrington
<b>Age range of pupils</b>	4–11		Lancashire, BB5 5HT
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01254 234562
<b>Number on roll (school)</b>	280	<b>Fax number</b>	01254 389785
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr David Anderson
		<b>Headteacher</b>	Mr Peter Jump
<b>Date of previous school inspection</b>	1 November 2002		

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<b>Age group</b>	<b>Inspection date</b>	<b>Inspection number</b>
4–11	17 October 2006	291423

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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

The school serves a settled and stable urban area. The vast majority of pupils are of White Ethnic background and none require support for English as an additional language. An average proportion of pupils have learning and behavioural difficulties and a below average proportion are eligible for free school meals. The attainment of children starting school in Reception is similar to that expected for their age. The school is currently oversubscribed.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 1**

This is an outstanding school providing a high standard of education for all of its pupils. The excellent leadership and management of the headteacher, together with outstanding teaching, ensure that pupils achieve exceptionally well. From an average starting point to school, pupils make good progress in the Foundation Stage. The good progress continues in Years 1 and 2 and pupils do well in all subjects but particularly in reading and mathematics. In Years 3 to 6, the pace quickens to a very good rate. So much so, that by the end of Year 6, standards are very high in English, mathematics and science. The results place the school in the top five per cent of similar schools nationally. There are considerable strengths in pupils' performance in information and communication technology, art and design, history, geography and sport. In music, standards are exceptional.

The school successfully meets its aim of enabling pupils to become fully rounded individuals who are well prepared for life. Excellent support and care leads to pupils with exemplary behaviour, a desire to learn and a mature and sensitive attitude to others. The partnership with parents and the local community are influential in the excellent progress of pupils and their outstanding academic successes. The school does very well to meet the needs of boys and girls, those with learning and behavioural difficulties and of the more able. An excellent range of exciting and innovative lessons are very effectively supplemented by a wealth of extra-curricular clubs. These give pupils a rich experience of the world and are significant contributors to the good standards achieved by pupils. Good attention is given to pupils' personal, social and health education and citizenship and gives pupils the ability to make the right decisions to remain healthy and safe. The views of older pupils are respected, but others have limited opportunities to influence the school's decision making.

The headteacher's exceptional knowledge of each pupil and member of staff ensures that measures are taken to ensure that everyone does their best. His clear sightedness, strategic planning and determination make sure that the school runs as a fine-tuned operation which is focused on developing the whole child. Excellent self-evaluation informs the next stage of the school's development and makes sure that complacency is avoided. The leadership of key staff and the governing body is outstanding and together they ensure that all resources are wisely used and pupils are safe and secure at all times. The school has improved very well since the last inspection and its capacity to continue do so is outstanding.

### **What the school should do to improve further**

- Provide more opportunities for all pupils to influence decision making in the school.

## **Achievement and standards**

### **Grade: 1**

Achievement in the school is outstanding. From an average starting point, pupils progress rapidly and reach standards at the end of Year 6 that are very high being amongst the top five per cent of all schools nationally. Pupils begin school in Reception with broadly average standards but good speaking skills. Good provision and teaching sets children off well in all areas of learning. By the start of Year 1, most children are above the standards expected for their age. In Years 1 and 2, pupils make good progress in all subjects but do particularly well in reading and mathematics. By the end of Year 2, results in the national tests have been consistently better than the national averages since 2001. In Years 3 to 6, the good standards are extended. In 2005, results in the national tests for Year 6 were very high in English, mathematics and science and results for 2006 were even better than this. Outstanding teaching, coupled with a lively and very well planned curriculum, gives pupils a very good experience of all subjects. This results in excellent standards in music and considerable strengths in information and communication technology, art and design, history, geography and sport. Pupils with learning and behavioural difficulties and the more able achieve extremely well as a result of very good support.

## **Personal development and well-being**

### **Grade: 1**

Pupils' personal development and well-being is outstanding with excellent spiritual, moral, social and cultural development. Pupils feel safe and secure and learn to value each other. As a result, there is no squabbling during lessons, or aggressive words at play. Instead there is calmness in all that they do; self-discipline with enthusiasm and fun without silliness. The school instils in pupils a desire to learn. The smiling faces in lessons and their perseverance to find out reflect the pupils' enjoyment of learning and is one reason for the good attendance. Pupils know right from wrong and behave exceptionally well. They respect others, are not shy in putting forward their views but are not given enough chance to influence the school's actions. Strong links with the local community, and educational visits, develop a very good cultural awareness. Pupils eagerly participate in sports to gain fitness and enjoyment and are aware of the value of eating well. The outstanding levels of social and academic development give pupils an excellent preparation for future life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

The quality of teaching and learning is outstanding. Teachers make sure that lessons are lively and exciting and zip along at a good rate. Very high standards are demanded and great attention is given to detail. Very good teamwork amongst staff in the

Foundation Stage provides a rich and exciting start for children's education. Across the school, expectations are high for the pupils' presentation of work and great attention is given to ensuring that correct use is made of punctuation, spelling and grammar in all subjects. A very good balance is struck between strong class teaching and opportunities for pupils to develop investigational skills in subjects such as information and communication technology, mathematics, science and geography. Astute use of specialist staff in, for example, music and sport, enriches the quality of teaching and the standards reached by pupils. The judicious use of homework, particularly in reading and home based topic work, is a significant factor in pupils' exceptional academic performance and excellent preparation for life in secondary school. Assessment is very well used, particularly for planning suitable work for those with learning and behavioural difficulties and the more able.

## **Curriculum and other activities**

### **Grade: 1**

The curriculum is outstanding. Children in the Foundation Stage benefit from good provision which sets them up well for school life. In Key Stages 1 and 2, it is very well planned to boost pupils' learning, not just in English, mathematics and science but also in information and communication technology, the arts, music, sports and humanities. An excellent range of extra-curricular activities, coupled with well chosen educational visits such as the residential in Wales, very successfully broaden pupils' knowledge and understanding of the world and promote outstanding levels of personal development.

## **Care, guidance and support**

### **Grade: 1**

Care, guidance and support are outstanding. Pupils in the school have total faith in the staff and feel safe and secure at all times. Every precaution is taken to safeguard pupils, maintain child protection and ensure that all reasonable risks are removed. Academic support is very good with sensible use of assessment of progress to make sure that the needs of each pupil are met. Pupils' views are listened to but, with the exception of Year 6, their involvement in contributing to aspects of school management and influencing decisions are not as strong as they could be. Pupils are aware of their own academic strengths and weaknesses and understand what they need to do to improve in future.

## **Leadership and management**

### **Grade: 1**

The impact of leadership and management on the standards and quality of education is outstanding. Everyone is included in school life regardless of ability or background. The headteacher is held in very high regard by pupils, staff, parents and the community. He knows everyone in the school and has a very clear vision for its continuous development. A strong whole-school ethos exists that equally values pupils' personal

and academic standards. The headteacher sets expectations and makes very good use of performance management and staff development to get the best from his staff. A very effective team of key staff and teachers and teaching assistants share a common approach and work tirelessly to improve the quality of education. Staff keep a close eye on standards and progress in each subject and effectively manage pupils' personal development. The governing body benefits from excellent leadership. It makes sure that the school uses its funds wisely, for example, by imaginatively deploying staff to alleviate the possible negative impact of large numbers in year groups. The school is very well resourced and the accommodation is of a high standard.





## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	1
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	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	1
The standards <sup>1</sup> reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
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	1

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	1
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1
<b>How well are learners cared for, guided and supported?</b>	1

<sup>1</sup> 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

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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**

Clayton-le-Moors All Saints Church of England Primary School

Church Street

Clayton-le-Moors

Accrington

Lancashire

BB5 5HT

18 October 2006

Dear children

It is not often that I have the pleasure of spending time with such pleasant and thoughtful children! Thank you for talking with me and sharing some lessons. All Saints is an excellent school. It has many strengths, the biggest of which is you...the pupils. I list the other strengths below:

- Your behaviour is an example for others. You really enjoy school and work very hard in all that you do.
- Standards in English, mathematics and science are astounding but you also do very well in music, art and design, information and communication technology, geography, history and sport.
- Your teachers are exceptional. They provide exciting lessons whilst also insisting that you take care with basic things such as handwriting and grammar. Homework seems very interesting...most of the time!
- The school takes great care to keep you safe and secure and to help you in time of need.

None of these good things happen by accident. It is partly because of the efforts of the staff in school and the support of your parents at home, but also because of the care and skill of your headteacher. He is just like a successful manager in sport who gets the best out of everyone at the school, including you! I have identified one thing to make better; that is to find ways of giving all of you more opportunities to get involved in running aspects of school life.

Thanks for your help and friendship. Best wishes to you all.

Dave Byrne

(Lead inspector)