

Laneshaw Bridge Primary School

Inspection report

Unique Reference Number	119170
Local Authority	Lancashire
Inspection number	301680
Inspection date	16 January 2008
Reporting inspector	Lynne Read

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

Type of school	Primary
School category	Community
Age range of pupils	4-11
Gender of pupils	Mixed
Number on roll	
School	165
Appropriate authority	The governing body
Chair	Mr Craig Baldwin
Headteacher	Mrs Eileen Bleasdale
Date of previous school inspection	1 March 2003
School address	Emmott Lane Laneshaw Bridge Colne Lancashire BB8 7JE
Telephone number	01282 865996
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Introduction

The inspection was carried out by one Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: achievement and standards in the Foundation Stage and both key stages, especially for the more able pupils; teaching and learning; personal development; the quality of the curriculum and out-of-school activities; procedures for safeguarding and caring for pupils; and the quality and impact of leadership and management. Evidence was gathered from: observations; the school's self-evaluation; assessment data; records and documents; parents' replies to questionnaires; and discussions with staff, governors and pupils. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified and these have been included where appropriate in this report.

Description of the school

This is smaller-than-average primary school. The majority of pupils are of White British backgrounds, with some having European, African or Asian heritage. The proportion of pupils claiming free school meals is below average. When they enter the Reception class, children's development is broadly typical for the age group. The proportion of pupils with learning difficulties or disabilities is below average. An independent provider offers after-school and breakfast clubs on the premises.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Laneshaw Bridge Primary is an outstanding school and provides outstanding value for money. Parents have very positive views of the school, which has a high reputation within the area. Comments received from parents include, 'the pastoral care and wider opportunities available to all pupils are second to none', and there is much praise for the 'calm, happy atmosphere', and the 'dedication of teachers'. Links with other schools and agencies are excellent and result in many benefits for pupils' learning. For example, links with the high school and a university help to promote pupils' special talents, and a sports partnership enhances provision for physical education.

Standards are significantly above average at the end of both key stages. Given that the starting points of children are typical for their age, the success in reaching such high standards represents outstanding achievement. Children make very good progress in the Foundation Stage, reaching standards that are above those expected for their age at the end of Reception. In Key Stage 1, pupils continue making rapid progress. In 2007, standards at Year 2 were significantly above average overall. A good proportion of pupils attained the higher levels in reading and writing, but in mathematics the proportion reaching the higher level was relatively low. In the 2007 national tests for Year 6, an above-average proportion of pupils attained the higher standard in English and mathematics and the proportion doing so in science was exceptionally high. Pupils who have learning difficulties and/or disabilities make equal progress to their classmates. Teachers go to great lengths to secure the resources and expertise to cater for all pupils' specific needs, enabling them to do the best they can. The school keeps a watchful eye on the progress of boys and girls to ensure they progress equally well.

Teaching is outstanding and contributes to the excellent rates of learning that the vast majority of pupils make. Lessons usually include a good variety of tasks, which maintain the pupils' interests and motivate them to learn rapidly; this is particularly evident in Year 6. In Key Stage 2, lessons include a good amount of problem-solving work, which helps to develop very good thinking and collaborative skills. In the large majority of lessons work is planned to meet the needs of the different ability and age groups. In Key Stage 1, however, the more able pupils are not always challenged enough in mathematics. Throughout the school, marking is very thorough and provides excellent guidance for pupils. They are fully aware of their individual targets, which are regularly reviewed. Pupils are encouraged to assess their own performance and set targets for themselves. Their involvement in assessing their own progress contributes to the pupils' very good ability to direct their own learning and make decisions about what they need to do.

The excellent curriculum includes French lessons and injects excitement and enjoyment into learning. Opportunities for pupils to practise and consolidate literacy, numeracy and computer skills when studying other subjects are extensive. The rich programme for creative and physical development and the performing arts is a major strength of the school. Specialist teachers bring expertise and enthusiasm to subjects such as drama, dance, music, art and physical education. Pupils say the lessons are 'really fun and help you feel confident'. They result in work of a high quality which has been commended through independent surveys and reports. An excellent 'gifted and talented programme' caters for those who show particular aptitude, of an academic, practical or creative nature. An exciting range of after-school activities enables pupils to extend their interests. Additional enhancement for learning comes through visits, involvement in an

international cultural project and opportunities to take part in presentations and performances in school, church and a local theatre.

Pupils' personal development and well-being are outstanding; attendance is very high. Spiritual, moral, social and cultural development is also outstanding: it is supported very well through an excellent programme of personal, health, social and citizenship education. Pupils thoroughly enjoy coming to school and behave extremely well. Across school, pupils have a strong work ethic and are very confident in their own abilities. Consequently, they relish the challenges presented to them and persevere when learning is more difficult. Older pupils demonstrate self-discipline and maturity. Excellent attention is given to care, support and guidance. Safeguarding measures meet requirements and health and safety procedures are rigorously followed. Pupils say there is no bullying in school and they feel very secure. The Healthy Schools Award recognises the excellent work done in learning about healthy living and pupils are proud of the environmental work they do in pursuit of the advanced Eco Schools award. The school is a harmonious community where the diversity of cultures and home languages is valued and celebrated. There is a strong community spirit in school with pupils taking on responsibilities, such as being play leaders or members of the school council. These activities, together with excellent basic skills, prepare pupils very well for their future education and life as young adults.

Leadership and management are outstanding. Detailed records track pupils' progress closely and provide a reliable source for checking the performance of the school. Senior managers work alongside subject managers and class teachers to provide a constant check on learning. The information gathered is very well used to provide an extra boost to learning, where required, and to identify those pupils who would benefit from additional challenges. The headteacher provides outstanding leadership and is held in great esteem by pupils, staff, governors and parents. With very good support from a committed and talented governing body, she leads the drive for high standards and excellence. Governors have a thorough overview of standards and achievement and take an active and critical role in the process of monitoring performance and planning for improvement. Governance is outstanding and all statutory requirements are met. There is no complacency in this school. Building on a very positive report from its previous inspection in 2003, the school has maintained its strengths whilst continuing to raise standards and developing the curriculum further. There is outstanding capacity for future improvement.

Effectiveness of the Foundation Stage

Grade: 1

When children join the school their development is generally typical for their age. They make a flying start to their education in the Reception class and develop a broad, secure foundation for future learning. The learning of sounds and letters is far advanced beyond that usually seen for their age. Teaching is outstanding. Children learn rapidly in the adult-directed groups, where there is strong emphasis on practical and oral work. The teacher constantly assesses progress and subsequently increases the difficulty of the 'free-choice' tasks so children are very well challenged on a day-to-day basis. The stimulating learning environment, indoors and out, encourages children to ask questions and investigate and provides a very good balance between all the required areas of learning. Behaviour and attitudes are excellent and children are well versed in class routines. They thoroughly enjoy their work and collaborate very well. By the end of the Reception year, children's development is above the expectations for their age and there are particular strengths in their personal, social and emotional development and in early reading and writing skills.

What the school should do to improve further

- Increase further the proportion of pupils attaining higher standards in mathematics in Key Stage 1 by ensuring that the more able are fully challenged in every lesson.

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Annex A

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?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

Achievement and standards

How well do learners achieve?	1
The standards ¹ 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

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

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

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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	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

17 January 2008

Inspection of Laneshaw Bridge Primary School, Lancashire, BB8 7JE

Dear Pupils

Thank you for the very warm welcome you gave me when I visited your school. I thoroughly enjoyed my day and I appreciated all the help you gave me and the interesting conversations we had. In return, I would like to tell you what I found out.

Laneshaw Bridge Primary is an outstanding school. Some of the things that impressed me most were your excellent behaviour and the amazing range of lessons and activities you have. You benefit from excellent teaching and your teachers plan an equally strong range of work for you to do in lessons. You get on extremely well together and take very good care of each other. You are a credit to your families and your school. Your council members ensure that your views are known and they are good at putting your case forward. Well done to you all for raising money to buy new sports equipment and seating for the 'quiet garden'. I also think you do a good job in donating to charities, which shows that you care about those who are less fortunate in the world.

Your school is a safe and happy place and you say teachers 'sort problems out for you'. It is good to know that bullying does not happen. I agree with the person who said, 'school is very enjoyable and people are friendly' and comments such as 'it's a caring school' and 'we learn a lot'. Please thank your parents for sending replies to the questionnaire. They are very pleased with the school, especially the excellent learning, the extremely good teaching and the friendly atmosphere.

You are keen to learn, work hard and are making excellent progress. I think that some of you in Key Stage 1 would benefit from harder work in mathematics to make your progress even better. I know how much you like a challenge so I am sure you will enjoy stretching your brains a little further.

Thank you once again for the interesting conversations I had and for letting me share your day. Both you and the staff can be tremendously proud of your exciting school. Please accept my best wishes for the future.

Yours sincerely

Mrs Lynne Read

Lead inspector