

Clayton-le-Woods Manor Road Primary School

Inspection report

Unique Reference Number	119318
Local Authority	Lancashire
Inspection number	313254
Inspection date	11 February 2008
Reporting inspector	Clive Petts

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	242
Appropriate authority	The governing body
Chair	Mr Mike Devaney
Headteacher	Mrs Lesley Frearson
Date of previous school inspection	1 October 2004
School address	Manor Road Clayton-le-Woods Chorley Lancashire PR6 7JR
Telephone number	01772 335699
Fax number	01772 629570

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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, teaching and learning in Key Stage 1, the quality of academic guidance and the quality and impact of leadership and management. Evidence was gathered from the school's own self-evaluation, lesson observations, the scrutiny of pupils' work, assessment data and school documents, conversations with pupils, staff, governors, and the local authority school improvement partner, and the consideration of parents' questionnaires. 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 judgements, as given in its self-evaluation, were not justified and these have been included where appropriate in the report.

Description of the school

Clayton-le-Woods Manor Road is an average size primary school just north of Chorley which serves a socially advantaged area. Almost all of the pupils are from White British backgrounds. The number of pupils eligible for a free school meal is extremely low. Although the proportion of pupils with learning difficulties and/or disabilities is much lower than average, the number of pupils with a statement of special educational need is almost three times the average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school in which the excellent vision, determination and energy of the headteacher, passionately supported by the governing body and senior leaders, have ensured that the school has made rapid progress since the last inspection. The school now sets the pace of improvement for other schools to follow. The outstanding personal development, Foundation Stage provision and high quality care and support show the school's total commitment to every child in all that it does. One parent spoke for many when he said, 'everybody matters and everyone has a say'. The excellent relationships and respect for one another and staff, underpin pupils' success. Pupils' excellent spiritual, moral, social and cultural development is at the heart of all that the school provides.

The excellent progress in the Foundation Stage and the well above average standards at the end of Year 6 reveal the swift progress the school has made in the last four years. This is bolstered by a significant number of pupils gaining higher levels (Level 5) in English, mathematics and science in Year 6. As a result of effective teaching and learning, pupils achieve well and regularly exceed the challenging targets that are set for them. Nonetheless, after a flying start in Reception, progress slows a little in Years 1 and 2 as challenge in lessons is sometimes inconsistent and tasks are not always well enough matched to pupils' ability. However, the school has successfully introduced phonics sessions in years 1 and 2, helping younger pupils become more confident readers and writers earlier. Progress accelerates in years 3 to 6, particularly in the last two years in school, as challenge and pace intensify in lessons. Pupils with learning difficulties and/or disabilities make very good progress as a result of really well targeted support. This includes excellent use of agencies to provide specialist individual support. The good and strengthening curriculum successfully uses themes in active and stimulating ways to engage pupils. For example, pupils become absorbed in lively role play demonstrating how to launder clothes using Victorian equipment. The remarkable upgrading of information and communication technology (ICT) provision since the last inspection now means that ICT skills are used routinely by pupils to enhance the quality of their work. Teaching also benefits from the use of ICT. Pupils are quick to point out their appreciation of the wide range of clubs, sporting activities and booster sessions available to them which often make excellent use of local community expertise and skill. The 'root and branch' refurbishment of the school premises has created rich, stimulating and up-to-date learning environments in which pupils' talents can be nurtured. School council members are proud of their contribution to the design of innovative outdoor areas and along with staff are excited by the opportunities they will provide when complete.

Pupils' behaviour and attitudes to learning are outstanding. Pupils are engaging and friendly. Their enthusiasm for school is reflected in their good attendance. They talk confidently about being secure and safe in school. Around the building they show patience and care in helping individuals with disabilities. They say that staff are always on hand to listen to any concerns and worries they may have. When issues do arise, they are swiftly dealt with by staff. Pupils thrive on the responsibilities that are given to them through their contribution to the School Action Squad, an initiative to give them life experiences; for example, helping to safely supervise younger pupils. They are very aware of the benefits of adopting a healthy lifestyle. Pupils are exceptionally well prepared for later life because of their very good social development and secure skills in literacy, numeracy and ICT.

Lessons are planned thoughtfully; classes are well managed with well understood expectations and routines. Excellent relationships with pupils are a significant characteristic of lessons. In the best practice, teaching presents challenge using 'fun' approaches. Assessment practice is good overall, although in years 1 and 2 it is less effective and assessment information is not used consistently to match tasks to pupils' abilities. This can reduce the pace of progress in some lessons. Older pupils are aware of their targets and know exactly how they can improve their work. Pupils in Years 1 and 2 are sometimes less certain of how to improve the quality of their work as written feedback does not always guide them well enough. Procedures to safeguard children, with routines for child protection and health and safety, are in place.

Overall leadership and management are good but the governing body and headteacher have displayed much determination and grit to make certain the school recovered quickly from its precarious position at the last inspection. The headteacher's evaluation is accurate and penetrating though occasionally modest in its judgements. All aspects of school performance are reviewed rigorously and action plans detail the correct priorities. Excellent governance is at the hub of the school and adds a high level of expertise and knowledge to school improvement. Governors hold the school to account and provide high quality support. Annually, they take a day out to robustly review their own performance. The leadership team has been strengthened, is gaining in confidence and is totally committed to giving pupils the best education possible. The school has made excellent progress since the last inspection and gives good value for money. It has an outstanding capacity to continue to move forward.

Effectiveness of the Foundation Stage

Grade: 1

The Foundation Stage is outstanding because of the high expectations of children's progress during Reception and the excellent care and support children receive. The warm, friendly and calm atmosphere enables pupils to settle quickly and confidently. This is greatly appreciated by parents. The comment, 'staff have instilled a huge amount of confidence in my daughter who was terrified of visiting school', is a representative parent view. When children start Reception their skills are broadly average, though a small number find difficulty in communicating and relating to one another. The immense trust children have in staff contributes a great deal to their enjoyment of learning. Excellent teaching, together with a strong focus on speaking and listening, prepares children exceptionally well for early writing. They respond enthusiastically to thought-provoking environments. Children make excellent progress when their learning is directed by adults, and when they boldly explore the world around them through an interesting range of outdoor and indoor free choice activities. By the end of Reception a large majority of children achieve most of the early learning goals.

What the school should do to improve further

- Improve the use of assessment to plan lessons that are challenging for all pupils in Years 1 and 2.
- Ensure that pupils in Years 1 and 2 receive clear guidance on how to improve their work.

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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?	2
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?	2
The standards ¹ reached by learners	2
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?	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	2
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?	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.

Annex A

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 leaders and managers use challenging targets to raise standards	2
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	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	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

12 February 2008

Dear Children

Inspection of Clayton-le-Woods Manor Road Primary School, Chorley,

PR6 7JR

Thank you very much for making me feel so welcome in your school. I really enjoyed talking to you, listening to what you have to say, watching you in your lessons and joining you in assembly.

Manor Road is a good school. Good teaching helps you to make good progress and do well in your work. Your school helps you to become very confident and considerate young people. Your school council is very active and is making some important changes to help you all. There are many other things I liked about your school. A lot of you told me it is a really good place to be and I agree. You told me how keen you are to join sporting activities, meet visitors, join school trips, and how you enjoy your learning in lessons when it is made fun. Your parents told me how really pleased they are with the care and support the staff give to you. I am pleased that so many of you behave so sensibly, show consideration for your friends and help them when they need you.

When I visited your lessons and looked at the work in your books I could see that you are doing well and working hard. This is really good news and of course everyone is pleased. I have asked the school to make sure that those of you in years 1 and 2 get just the right help that you need so that you know exactly what to do to improve your work. I have also asked the school to make sure that some of you are given even harder work so that you do as well as you possibly can.

You all have an important part to play in continuing to improve your school. Your ideas to improve outdoor areas are very impressive. You can help in lessons by listening carefully to the advice of your teachers and support staff and by trying extra hard to produce the best work that you possibly can.

I hope you will continue to enjoy school. Best of luck for the future.

Yours sincerely

Clive Petts

Lead Inspector