

Accrington Woodnook Primary School

Inspection report

Unique Reference Number	119341
Local Authority	Lancashire
Inspection number	313262
Inspection dates	27–28 January 2009
Reporting inspector	Shirley Herring

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	236
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Alderman Dickinson
Headteacher	Mrs Nicola Trayner
Date of previous school inspection	1 May 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Hudson Street Accrington Lancashire BB5 2HS
Telephone number	01254 233020

Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This average sized primary school serves an area of very significant social and economic disadvantage. The school provides education for children in the Early Years Foundation Stage. Almost two thirds of pupils are of Asian heritage, just over a third are from a White British background and there is a small number of Travellers of Irish heritage. There is a very small number of looked-after children. The number of pupils with learning difficulties and/or disabilities is above average. Just over a half of the pupils have English as their second language. Four of the nine classes contain more than one age group.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This satisfactory school is moving forward after an unsettled period. Parents say how much their children enjoy school. Personal development is satisfactory. Pupils feel safe and secure in the improved learning environment. They are increasingly aware of how to live a healthy lifestyle. They make a good contribution to the local community by supporting activities to improve the environment. Many opportunities to take responsibility provide a sound basis for the future. Despite the school's best efforts attendance is below average.

The recently appointed headteacher has evaluated the work of the school accurately to identify and address areas for improvement. Teaching and learning have been brought into line with national practice through staff training and a common approach to planning lessons. Strategies to improve writing are improving standards. The introduction of effective systems for assessing and tracking pupils' progress are used to identify and support pupils who need extra help. Subject leaders play an increasing role in monitoring standards and progress, particularly in literacy and numeracy. Their role in monitoring teaching quality is at an early stage.

Achievement is satisfactory. Children's skills on entry to school are lower than expected for their age. They make satisfactory progress in school. Standards are below average by the time pupils leave Year 6. In the 2008 national assessments for Year 2 standards were well below average. Scrutiny of pupils' work shows that improvements in teaching, and the focus on improving writing, are having a positive impact on standards. Progress accelerates in Key Stage 2 where the proportion of good teaching is higher. Pupils in Year 6 are on line to achieve or exceed their realistic targets.

Teaching is satisfactory. It is stronger in Key Stage 2 because lessons move at a quick pace and pupils stay involved in their learning. The satisfactory curriculum meets requirements. The required systems for safeguarding pupils are in place. Support is good for those with learning difficulties and those at an early stage of learning English. The emotional well-being worker provides valuable support for vulnerable pupils. Good links with other professionals provide specialist help when needed.

Provision for children in the Early Years Foundation Stage is satisfactory. Progress is steady but opportunities are missed to encourage children to speak and explain their ideas. Progress since the last inspection is satisfactory and has gathered pace over the last 18 months. Improvements in the learning environment, teaching and assessment are impacting on standards. The school's capacity to improve is good; and it provides sound value for money.

Effectiveness of the Early Years Foundation Stage

Grade: 3

The effectiveness of provision for children in the Early Years Foundation Stage is satisfactory. Some 30 children are taught in a Reception class and 10 more Reception age children are taught in a class alongside some pupils from Year 1. Children enter the Reception year with skills well below those expected for their age. Language and social skills are particularly weak. They make satisfactory progress in all areas of learning but standards are well below average when they enter Year 1.

Personal development is satisfactory. Children feel safe and secure in the welcoming environment. They learn the benefits of healthy snacks and enjoy vigorous exercise in the large outdoor space. They learn to contribute well to the school community by putting up their hands

to answer questions and working well with each other. Opportunities for children to develop independence in the Reception class are limited as resources are not very accessible. Learning is satisfactory. Children learn to listen well but opportunities are missed to encourage them to speak and explain their ideas to improve their speaking skills and understanding. Examples of good practice were seen in the mixed-age class.

Provision for children's welfare is satisfactory. The well-planned system for introducing children to school helps them settle quickly. The recommended procedures for safeguarding children are in place. Some children benefit from the suitable provision in the Breakfast Club. Relationships between adults and children are good but there is no system for linking children to a particular adult. Good bilingual support helps those at an early stage of learning English and informs and involves parents. New systems for checking children's progress have been introduced. Assessments now provide an accurate picture of children's attainment. Leadership and management are satisfactory.

What the school should do to improve further

- Provide more opportunities for children in the Reception class to speak and explain their ideas in all areas of learning.
- Improve the quality of teaching in Key Stage 1 so that all pupils can progress more quickly.
- Further develop the role of subject leaders in monitoring teaching, progress and standards in their subject.

A small proportion of the schools whose overall effectiveness is judged to be satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Children start school with a range of skills that are lower than is expected for their age. Pupils make satisfactory progress during their time in school and standards are below average by the time they leave Year 6. Standards in Key Stage 1 have been well below average for several years but current Year 2 pupils' work shows that the focus on improving writing is having an impact and standards are now improving.

Key Stage 2 results for 2008 show an improvement, particularly in English. This is due to the school's focus on improving literacy and numeracy, staff training and a more rigorous approach to assessing progress. The school's records for tracking pupils' progress show an accelerating trend in Key Stage 2, where teaching is stronger. In 2008 almost all pupils made the expected or better progress in English and about three quarters in mathematics. All evidence during the inspection shows that improvements have been maintained and Year 6 pupils are on line to reach or exceed their realistic targets. Achievement is satisfactory. Pupils with learning difficulties, vulnerable pupils and those whose home language is not English receive good support and this enables them to make similar progress to others.

Personal development and well-being

Grade: 3

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are satisfactory. These qualities, coupled with satisfactory academic achievement, prepare pupils satisfactorily for their next stage of education. Most pupils enjoy coming to

school, and particularly like the increasingly stimulating curriculum and the wide range of after-school activities. School attendance remains below average despite many strategies to encourage good attendance. A minority of pupils take extended holidays during school terms. This has a significant impact on attendance. Pupils develop the skills needed to work cooperatively. The skills and confidence needed to work independently are not so well developed. Pupils make a good contribution to the school community and are encouraged to take responsibility for many aspects of school life. Pupils understand and value the diverse range of cultures within the school. They make a good contribution to the wider community through activities such as designing murals. Pupils develop a good appreciation of how to lead healthy lifestyles with healthy choices at mealtimes and participation in a wide range of sporting activities. Pupils say they feel safe in school and instances of bullying are rare. Pupils behave well and respond positively to the culture of achievement developing throughout the school.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. Teaching is improving and this reflects the clear focus on extensive staff training. Pupils throughout the school respond well to teachers' high expectations and consistent approach and behaviour is good. Clear objectives for each lesson are shared with pupils so they know what to expect. Marking is good and helps pupils to improve. However, teachers do not always take sufficient account of pupils' previous learning to plan appropriate challenge for different groups. Teaching is stronger in Key Stage 2 because most lessons move at a quick pace, activities are interesting and pupils are fully involved in their learning. In lessons that were judged to be satisfactory, explanations were too long and there were limited opportunities for pupils to explain their thinking and extend learning. Skilled classroom assistants, including bilingual assistants, support pupils well and make a good contribution to pupils' learning.

Curriculum and other activities

Grade: 3

The school's broad and balanced curriculum meets statutory requirements. The thorough review of curriculum provision, to ensure that it reflects the most up to date guidance on developing literacy and numeracy, is having a positive impact on teaching and standards. Planned opportunities to develop information and communication technology skills in other subjects are limited. The programme for personal, social and health education contributes well to pupils' personal development and well-being. Some Year 6 pupils have attained Level 1 in food hygiene enabling them to serve lunches. Responsibilities such as this are helping to prepare them for the future. The good programme of additional activities after school and theme weeks, such as 'WOW' Week, enhances pupils' learning and enjoyment. Pupils benefit from regular lessons from specialist musicians.

Care, guidance and support

Grade: 3

All required procedures to ensure pupils' welfare, health and safety are in place. The school's commitment to inclusion is strong. A variety of additional support, including bilingual support, provides well for those with particular learning or social needs or at an early stage of learning

English, enabling all pupils to make satisfactory progress. The emotional well being worker is of particular value in enabling vulnerable pupils, and their parents and carers, to receive specialist support. The Breakfast Club is well attended and extends care beyond the school day. New systems for tracking pupils' progress are in place and are used to identify pupils who need additional help but have yet to impact fully across the school. Pupils say they are well informed, not only about how well they are doing but also about what they have to do to improve. This is beginning to develop a culture of learning, and recent assessments suggest its impact on attainment is positive.

Leadership and management

Grade: 3

The headteacher's vision, focus and expertise have helped to move the school forward from a low base. The new deputy headteacher, in post since September, provides good support for the headteacher, particularly managing developments in the Early Years Foundation Stage. The school's self-evaluation is accurate and provides a good basis for improvements. Strategies to improve teaching and the learning environment are beginning to impact on standards. Staff have enthusiastically adopted the whole-school focus and common approach to the teaching of writing. This is giving sustained improvement in English standards at Key Stage 2 and, recently, at Key Stage 1. Strategies to improve mathematics are taking longer to impact. The role of subject leaders in monitoring progress and standards contributes to improvements, particularly in literacy and numeracy. Their role in monitoring teaching is at an early stage. Governance is satisfactory and the school is successfully ensuring that the governing body more closely reflects the school's ethnic mix. Community cohesion is good and links are being developed with a school from a very different area. The school is a harmonious community. Bilingual support and translation of letters for home helps inform all parents about school happenings and their children's progress.

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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?	3
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?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	3
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	3
How effectively is provision in the EYFS led and managed?	3

Achievement and standards

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

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	3
The attendance of learners	3
The behaviour of learners	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	3

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

29 January 2009

Dear Pupils

Inspection of Accrington Woodnook Primary School, Lancashire, BB5 2HS

Thank you for making my colleague and I so welcome when we visited your school. We enjoyed talking to you in lessons and looking at your work. You were very kind in helping us to find our way around your school. Woodnook is a satisfactory school. This means there are many good things about it but we also found some ways in which it could be even better.

You told us that you enjoy coming to school and everyone gets on well together. You feel safe because the adults are kind, take good care of you and listen when you have a problem. You clearly enjoy the healthy lunches and snacks. You make steady progress during your time in school and I know the teachers are working hard to improve things further. We could see that the 'Talk Homework' and 'Big Writing' are helping you to improve. You play your part by working hard and behaving well. I hope you will do your best to come to school every day so that you do not miss any of the interesting work that the teachers plan for you.

We have asked the school to do these things to improve your learning.

- Provide more opportunities for children in the Reception class to speak and explain their ideas.
- Help pupils in Key Stage 1 to make quicker progress.
- Make sure that you have the chance to learn well in all your lessons.

Best wishes to you all. I hope you continue to do your best.

Yours sincerely

Shirley Herring

Lead inspector