

# West Street Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	119174
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	326960
<b>Inspection dates</b>	19–20 November 2008
<b>Reporting inspector</b>	Lynne Read

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.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	168
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
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev Tony Howarth
<b>Headteacher</b>	Miss Sarah Poole
<b>Date of previous school inspection</b>	1 November 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	West Street Colne Lancashire BB8 0HW
<b>Telephone number</b>	01282 865840

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<b>Age group</b>	3–11
<b>Inspection dates</b>	19–20 November 2008
<b>Inspection number</b>	326960

**Fax number**

01282 863542

<b>Age group</b>	3-11
<b>Inspection dates</b>	19-20 November 2008
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This smaller than average primary school is situated in an area of social disadvantage close to the town centre. The proportion of pupils claiming free school meals is well above average. Most pupils are of White British backgrounds. Around 30% have Pakistani or Asian heritage and speak English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is above average and the incidence of pupils entering or leaving the school part way through their education is higher than usual. A new headteacher took up the post a year ago, following an extended period of disruption to leadership and management.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

West Street Primary is a satisfactory school and pupils' personal development is good. Value for money is satisfactory. Under the determined and visionary leadership of the new headteacher, improvements have taken place recently. Parents have confidence in the school and say it is 'well run' and provides 'a safe, friendly environment'. There is much praise for the staff who parents say 'go that extra mile to ensure children are happy'. Good links with outside agencies and a local church provide many benefits for pupils' medical, emotional and learning needs, as well as help for families. The school is responsive to local needs and works hard to involve all sections of the community.

After starting school in the EYFS with standards much lower than typical for their age, pupils make steady progress. Standards at the end of Year 2 and Year 6 are below average. Progress between years 1 and 5 although satisfactory, varies between classes. There are some pockets of good learning but it is not yet consistent enough to raise standards as high as they could be, especially for the more able pupils. Some good improvements for the current Year 6 pupils are evident. They are now making good progress and catching up on shortfalls in their previous learning. When the very low starting point to school is considered pupils' achievement is satisfactory.

Teaching and learning are satisfactory overall. They are good for the older pupils and those who have learning difficulties and/or disabilities. The proportion of good lessons, however, is not high enough for the school to meet its own targets for improving standards. Assessment and planning have been improved to move learning on at a faster pace. However, the element of challenge is not always sufficient to ensure that pupils meet their potential. The curriculum is satisfactory and includes a strong emphasis on personal, social and health education. The Healthy Schools award recognises the good work done to help pupils live safe and healthy lives.

Personal development, including behaviour, is good. Adults provide a secure environment and pupils say they enjoy learning. They make a good contribution to the school community. For example, the pupil council ensures that pupils' views are known, and playleaders help to make playtimes run smoothly. Such experience of responsibility prepares pupils soundly for life in the wider world.

A thorough appraisal of teaching and learning by the headteacher has enabled the school to identify the weaknesses that have led to a decline in achievement. The subject leaders have a satisfactory overview of provision and standards, but the monitoring of new initiatives is not effective enough to ensure that standards and progress are as good as they could be. Some good outcomes are emerging from the changes, although the pace of improvement is slower than anticipated by the school. Nevertheless, with these initial successes, the senior leadership team are eager to move on and there is sound capacity for the school to improve further.

## Effectiveness of the Early Years Foundation Stage

### Grade: 3

The Early Years Foundation Stage (EYFS) provision is satisfactory overall. It is good in the Nursery. When children join the school at age three their development is much lower than is typical. Children make good progress in the Nursery and satisfactory progress in the Reception class. By the time they enter Year 1 most are still working towards the expected learning goals.

In the Nursery, adults assess children's learning constantly and target good teaching to meet their needs and interests. As a result, progress is rapid. The environment is stimulating and children have a wide choice of activities, both inside and out, that promote independent learning. In the Reception class, however, children sometimes sit and listen or wait their turn for too long. This means that time for investigating and exploring is restricted to some extent. Planning and teaching is too often aimed at one general level, rather than based on what children know and need to learn next. Consequently, the more able do not consistently have sufficient challenge. The leader of the EYFS has a great deal of experience and expertise and has identified the inconsistencies. Some steps have already been taken to introduce the good nursery practice into the Reception class but they have not, as yet, made sufficient impact. Measures to keep children safe are good across the EYFS.

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

- Improve achievement further in order to raise standards, especially for the more able pupils.
- Improve the proportion of good teaching so that all pupils meet their potential.
- Inject more rigour into the quality of monitoring so that effective actions are taken to raise standards and improve progress across the school.
- Improve the consistency of provision across the EYFS.

A small proportion of the schools whose overall effectiveness is judged 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**

The levels of children starting school in the EYFS are well below the expectations for their age. Despite steady progress in the EYFS, the standards of pupils starting Year 1 are below average. A scrutiny of work, lesson observations and reliable school records shows that in Key Stage 1 pupils are making satisfactory progress in reading, writing and mathematics.

In Key Stage 2, progress has improved. It is currently satisfactory, after a time when it was not good enough. Standards are rising but remain below average at Year 6. Pupils who have learning difficulties and/or disabilities make good progress towards their targets because they have good support in lessons and group work tailored to their needs. Those who are learning English as an additional language have the advantage of bilingual support and progress as well as their peers.

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

### **Grade: 2**

Relationships are good, pupils behave well and have positive attitudes to learning. Attendance has improved and is satisfactory, reflecting pupils' enjoyment of school. However, punctuality continues to be a problem for some. Pupils are well informed about the importance of a good diet and staying fit. A good programme for personal and social education ensures they know how to keep themselves and others safe from harm. Spiritual, moral, social and cultural development is good. Pupils from different backgrounds work and play harmoniously. They respect other people's views and beliefs and know about world faiths.

Members of the school council represent their peers well and contribute suggestions for improvement. A range of enterprise opportunities helps to provide a taste of the world of work.

Pupils apply for responsibilities and carry out their tasks diligently, making a good contribution to the school community. For example, playleaders help to make playtimes fun and librarians organise books and resources. A good awareness of the wider community is demonstrated through charity fund-raising and participation in local galas, festivals and shows.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching is satisfactory overall. It is good for the older pupils and for those with learning difficulties and/or disabilities. Throughout school, teachers make the purpose of lessons clear so pupils know exactly what is expected. Experienced teaching assistants provide good, targeted support, both in class and through a range of special groups.

Many worthwhile improvements have been made in teaching but not all are consistently embedded. Teachers now have higher expectations of what pupils can achieve. Some lessons challenge pupils of all abilities. However, too often the more able pupils are not stretched fully. Some lessons contain a good amount of practical work that allows pupils to pose their own questions and find answers. For example, Year 6 pupils investigated toys and artefacts from Victorian times. In many lessons, however, there is little opportunity for independent thinking. In most lessons, teachers provide good feedback to pupils on how well they are doing and how they can improve but marking is not always as helpful as it could be.

### **Curriculum and other activities**

#### **Grade: 3**

The school provides a satisfactory curriculum with some good enhancements for learning. Pupils enjoy a variety of out-of-school clubs and expert coaching in popular sports, like cricket. An interesting range of visits, including a residential, helps to broaden pupils' experiences. Visiting speakers from the community enrich learning further.

Teachers have made a start in linking subjects together so that pupils have more frequent opportunities to consolidate their reading, writing and computer skills. Special groups are successful in boosting progress in English and mathematics and in supporting pupils who need extra help with their learning. Similar provision for the gifted and able pupils is at an early stage of development. New strategies for learning about sounds and letters have been introduced but some groups are less effective than others. The building is bright and spacious, providing good facilities for learning.

### **Care, guidance and support**

#### **Grade: 3**

This aspect is satisfactory overall and the care and welfare provided for pupils is good. Child protection procedures are well established and meet recent requirements. Pupils say they feel very safe in school and know there is always an adult to turn to with any worries. Incidents of bullying are rare and are dealt with swiftly. Staff work closely with the local community and the school's diligence in following up absences has seen attendance improve. A good range of rewards are valued by pupils and motivate them very effectively.

There is satisfactory guidance for pupils to support their academic progress. Pupils have targets for learning that provide advice on how they can improve. Where they are written in

child-friendly language and used as points of reference during lessons, they are useful. In many cases, however, pupils do not understand or recall the guidance fully so it has a limited impact on learning.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. The new headteacher provides strong, determined leadership and is driving the school forwards successfully. She is well regarded by parents and governors. Issues from the past have been fully recognised and acted upon. The school takes good advantage of the support offered by the local authority. Behaviour, attitudes and attendance have all improved. Measures to improve progress are beginning to have some impact, especially for the older pupils. Subject leaders for English and mathematics carry out some checking of provision and learning. However, this is not rigorous enough to ensure that learning consistently provides sufficient challenge for pupils and to check that new initiatives are being implemented effectively. Leadership in science is at an early stage of development and yet to have a significant impact on pupils' achievement.

Governance is satisfactory and all statutory requirements are met. Governors bring a good level of experience and expertise to leadership and management and the chairman is actively involved in school life. They fully recognise the need to extend their monitoring role, especially in relation to standards and achievement.



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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	3

### 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?	2
How effectively is provision in the EYFS led and managed?	3

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> 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	2

<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
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	2
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

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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?	3
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**

21 November 2008

Dear Pupils

Inspection of West Street Community Primary School, Lancashire.

BB8 OHW

Thank you very much for your warm welcome and for helping my colleague and me when we came to inspect your school. I would like to tell you what we found out.

West Street Primary provides you with a satisfactory education and has some good features. Your behaviour is good, you get on well together and take good care of each other. You enjoy your learning and try hard. We enjoyed chatting with some of you and learning about the things you do. You were all very friendly and gave us lots of help. Your school council do a good job and I think you will enjoy the improvements they have helped to plan for your playgrounds.

Please thank your parents for sending us lots of replies to the questionnaire. They are happy with the school and especially pleased with the changes made recently and the care that your headteacher and staff take to make sure you are happy. Several parents of children who had transferred to the school said your friendliness had helped the newcomers to settle in quickly. That shows how thoughtful you are.

Those of you in the Nursery and in Year 6 are making good progress. Well done! I have asked the school to make sure that all classes are working at this good pace and to check that the work you do is really stretching your brains. The staff think that is a good idea and will be checking more carefully to see that you are doing your best all of the time and achieving as well as you possibly can. I'm sure you will enjoy the extra challenges.

Thank you once again for the interesting conversations we had throughout the two days and for letting us know your views so clearly. Please accept my best wishes for the future.

Yours sincerely

Mrs Lynne Read

Lead inspector