

Clayton-le-Moors Mount Pleasant Primary School

Inspection report

Unique Reference Number	119186
Local Authority	Lancashire
Inspection number	326964
Inspection date	3 October 2008
Reporting inspector	Joe Clark

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	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	290
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	County Councillor Miles Parkinson
Headteacher	Mrs Anne Duke
Date of previous school inspection	1 October 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Earl Street Clayton-le-Moors Accrington Lancashire BB5 5NH

Age group	3–11
Inspection date	3 October 2008
Inspection number	326964

Telephone number
Fax number

01254 232046
01254 301797

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Introduction

The inspection was carried out by one Additional Inspector who evaluated the overall effectiveness of the school and investigated the following issues.

- Given pupils' prior attainment, should standards in English at the end of Year 6 be higher, especially for higher attaining pupils.
- How well does accurate assessment of previous learning inform teachers' planning.
- Are pupils more knowledgeable now than at the time of the previous inspection about cultures other than their own.

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. Evidence was gathered from discussions with senior leaders, teachers, pupils and governors. Parents' views as reflected in the Ofsted questionnaire were considered. Lessons were sampled. Documentation was scrutinised.

Description of the school

This is a larger than average school. The vast majority of pupils are from White British backgrounds and speak English as their first language. They come from a fairly even mix of advantaged and disadvantaged backgrounds, though with significant pockets of social deprivation. A greater proportion of pupils are entitled to free school meals than is usual. The proportion of pupils with learning difficulties and/or disabilities is well above average. Most children who join the school in the Reception year have benefited from nursery education.

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 that gives excellent value for money. Parents are overwhelmingly supportive of the school and appreciate the progress their children make in their academic work as well as in their personal development. As one parent wrote echoing the sentiments of many: 'Both my children have made excellent progress at this school.'

Although children join the Early Years Foundation Stage (EYFS) with levels of attainment that are usually below or well below what is typical for their age, they make at least good progress in all years and leave at the end of Year 6 with standards that are consistently well above average. This represents outstanding achievement. In the 2007 national tests at the end of Year 6 results were significantly above average and achievement was in the top 20% of schools nationally. In both mathematics and science, pupils achieved above average scores at the higher Level 5+ grades. In English, although results overall were above average, results at the higher level were not as high as in mathematics or science. In teachers' assessments at the end of Year 2 in 2007, results were significantly above average as they had been in the previous two years. Preliminary results for 2008 indicate that standards improved on 2007 at the end of both Year 2 and Year 6. Pupils are currently making outstanding progress and achieving standards generally that are well above average. Pupils with learning difficulties and/or disabilities make tremendous progress against the targets set out for them and receive all the support they need to achieve their full potential.

Pupils achieve and learn so well because of the excellent teaching they receive and the outstanding attitudes they bring to their work. Common strengths in teaching include the care that goes into planning lessons that cater for all the different ability groups in the class and the range of activities that teachers provide to interest and motivate pupils. Tracking systems are good and assessment information is used effectively when pupils move from one class to another. Teaching assistants and learning mentors give good support and are well deployed. The outstanding curriculum the school provides effectively supports teachers in finding the best methods to help pupils learn. Enrichment activities, including trips to theatres and museums, as well as regular after-school clubs and activities, such as the Gardening club and Puzzle club, are excellent. The needs of different groups of pupils are effectively planned for with, for example, an after-school 'Dyspraxia Club' and a weekly club for high ability and/or gifted pupils. Parents and pupils commented very positively about this aspect of the school's provision. 'We are pleased to see children are encouraged to think about wider social issues e.g., recycling, and walking to school'. Provision in sport and music is especially strong and achievement in these subjects is good. By the end of Year 4, all pupils can play the recorder. More able musicians are offered the opportunity to participate in the 'Wider Opportunities for Pupil Performance in Schools' scheme. Links with local high schools for sport are very strong and Key Stage 2 pupils are targeted for participation in coaching sessions in several sports.

Teaching is able to flourish because pupils' attitudes to learning are excellent. They enjoy coming to school where behaviour is exemplary and attendance is good. Exclusions are practically unheard of. Pupils make an excellent contribution to the school and local community, through for example, the class representative's group which has been influential in improving the provision of toilet facilities throughout the school. They also act as prefects or house captains or playground friends linked to anti-bullying. Links with local sheltered housing groups and harvest festival parcels to the elderly, keep pupils closely involved in the community, while their support for different charities, including the NSPCC, is promoting high levels of social

responsibility. One parent observed: 'I think the school is an asset to its community'. Pupils know their targets both short term and for the end of their key stage and can talk confidently about what they have to do to achieve them. They talk knowledgeably about the benefits of healthy eating and taking regular exercise. The early morning gym club is popular and pupils join in enthusiastically with 'Wake and Shake' activities. They are very well prepared for the next stage of their education and have a good understanding of cultures other than their own. Pupils' spiritual, moral, social and cultural development is outstanding. They say there is no bullying and that everyone gets on well together. This is not surprising given the exceptional high quality care they receive. Links with outside agencies, such as hearing impairment or speech and language, are excellent and safeguarding procedures comply fully with recent legislation.

The outstanding leadership and management of the school is the key to its success. The headteacher has overseen a remarkable transition following an earlier period in the school's history when staffing was unstable and achievement and standards were low. Her drive and determination are infectious. 'I think the school is improving all the time' was a typical parental comment. Supported by an able and effective deputy and senior leadership team, the headteacher has ensured that pupils' potential, both personal and academic, is fully realised. There has been good improvement since the previous inspection and there is excellent capacity for further improvement. The school knows itself well and effective systems of self-evaluation pervade and inform all levels of management. Challenging targets for the end of Key Stage 2 are consistently met. The school's contribution to community cohesion is good. A link with a local primary school whose pupils are predominantly of Asian heritage is being developed. Further afield, the curriculum provides good links with communities both in Europe and globally, for example, links with Africa through the Bethany project. Governance is good, with effective links between governors and curriculum areas.

Effectiveness of the Early Years Foundation Stage

Grade: 1

The EYFS provides an excellent start to children's formal education. Parents were very clear what it is they like about the EYFS. 'Communication between myself and my son's teachers is fantastic' one parent wrote, 'all teachers treat children as individuals and know their quirks and idiosyncrasies which is great to see'.

Children enter the school with levels of attainment usually below or well below those typical for their age. Language skills and speaking and listening skills are particularly low. Children make excellent progress and leave the EYFS with standards that are broadly in line with national expectations. Outstanding teaching interests, motivates and inspires children to learn. Speaking and listening and personal and social development are given a high focus with suitable encouragement for children to become more independent learners. Rigorous assessment is used to meet the diverse needs of all children, enabling them to achieve exceptionally well. Children with learning difficulties and/or disabilities are given very effective support. Teachers and assistants form an impressive and effective team that promotes not only children's academic achievement, but their welfare as well. An outstanding curriculum ensures that children get a good balance of teacher led and their own choice of activity. The use of the outdoor play area is outstanding with activities designed to stimulate imagination and consolidate basic skills. Umbrellas are always at hand to ensure the weather does not interrupt learning! The outstanding leadership and management of the EYFS ensure that children make excellent gains in all areas of learning by the time they come to leave.

What the school should do to improve further

- Help more pupils achieve the higher grades in English.

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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 capacity to make any necessary improvements	1

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and/or disabilities make progress	1

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?	1
The extent of learners' spiritual, moral, social and cultural development	1
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	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	2

The quality of provision

How effective are teaching and learning in meeting the full range of 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

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 eliminated	1
How well does the school contribute to community cohesion?	2
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	2
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

6 October 2008

Dear Pupils

Inspection of Clayton-le-Moors Mount Pleasant Primary School, Lancashire, BB5 5NH

Thank you so much for the very warm welcome you gave me when I inspected your school recently. I really appreciated the help you gave me and the interesting and exciting things you told me about your school. It was a pleasure to talk to you both in the warmth of your classrooms and when observing you on the playground playing outdoor chess in the biting wind!

I think your school is an excellent school. This is because you make such excellent progress whilst you are here, both in your academic work and in your personal development. Here are some of the other things I found out on my inspection.

You make such excellent progress because the teaching you receive is outstanding and your attitudes to learning are superb. You know how well you are doing and what you have to do to improve. You are set very high targets and your results at the end of Year 6 are much better than in most other schools. Your achievement is excellent. Not only that, but your behaviour is exemplary, you told me there was no bullying, and you look after each other really well. You enjoy school and are keen to take on extra responsibility such as prefects and house captains.

Of course none of these achievements would be possible without the excellent leadership of your headteacher who ensures you do the best you can and who leads all of the teachers and other adults in the school so effectively.

There is only one small thing I have asked the school to do and that is to help you gain as many higher grades (Level 5) in English at the end of Year 6, as you usually do in mathematics and science.

Thank you once again for all your help and good luck for the future.

Yours sincerely

Joe Clark

Lead inspector