

Aughton Town Green Primary School

Inspection report

Unique Reference Number	119287
Local Authority	Lancashire
Inspection number	326992
Inspection date	20 October 2008
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)	315
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	Mrs Christine Rostron
Headteacher	Mr David Evans
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	Town Green Lane Aughton Ormskirk Lancashire L39 6SF

Age group	4–11
Inspection date	20 October 2008
Inspection number	326992

Telephone number
Fax number

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Introduction

The inspection carried out by an Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues.

- Achievement in Key Stage 2.
- Standards in writing in Key Stage 1.
- The effectiveness of the Early Years Foundation Stage (EYFS).

Evidence was gathered from performance data and other school documentation, observations of teaching and learning, the work produced by pupils, parents' questionnaires and discussions with pupils, staff and governors. Other aspects of the school's work were not investigated in detail. The inspector found that almost all of the judgements made in the school's self-evaluation form were justified and these have been included, where appropriate, in this report.

Description of the school

- This is a larger than average primary school which serves a relatively advantaged area. Almost all of the pupils are from a White British background. The proportion of pupils with learning difficulties and/or disabilities is below average. Children in the Early Years Foundation Stage (EYFS) are taught in two Reception classes.

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 where pupils consistently achieve high standards academically and in their personal development.

Personal development, including spiritual, moral, social and cultural development is outstanding. Pupils have an excellent understanding of the importance of diet and exercise in a healthy lifestyle. They appreciate the healthy, balanced lunches and take part in the extensive range of sports on offer. They feel safe in the secure environment. Pupils are confident that they can approach an adult if they have a concern and are proud of the fact that they support each other through difficulties. Many parents say how much their children enjoy coming to school and attendance is good. They make a very good contribution to the school and wider community as eco-warriors, school councillors, play leaders and by supporting charities at home and abroad. Pupils are articulate and confident and this prepares them very well for the future. Behaviour is exemplary.

The pupils' achievement is excellent. From a starting point that is typical for their age, pupils advance their learning rapidly as they move through the school. By the time they leave in Year 6, they reach standards that are well above average in English, mathematics and science. Good progress occurs in Key Stage 1. Standards in the 2007 national assessments for seven-year-olds maintained the high standards of the previous years. The need for improvements in writing were fully recognised by leaders and managers and initiatives to address the issue have been very successful. In the 2007 national tests in Year 6, standards were significantly above average in all subjects with an above average proportion gaining the higher Level 5. Assessment data held by the school indicates that in 2008, high standards were maintained at the end of both key stages. Pupils with learning difficulties and/or disabilities achieve very well because of the high quality of the support they receive. The school has very good systems for assessing pupils' progress and this helped to ensure that those pupils who were above average at the end of Year 2 achieved a similar high level in Year 6.

Teaching and learning are outstanding overall. Consistently good, and often outstanding teaching through the school, enables pupils to make excellent gains in their learning. Lessons are very well organised, with a clear purpose so pupils know what to do and get on quickly. They respond well to the high expectations of behaviour and concentrate well whether listening to the clear explanations or working independently. Consequently, they learn very well. Work is well planned to meet the needs of different groups so all achieve their best. In the best lessons, activities move at a fast pace and there is a high level of challenge to keep pupils fully involved.

The curriculum is excellent. There is a suitable emphasis on developing literacy, numeracy and information and communication technology (ICT) skills in specific lessons and in other subjects so pupils reach a high standard. Nevertheless, the school continues to deliver a wide, creative curriculum and pupils report how much they enjoy the many art, music and sporting opportunities on offer. The curriculum is enhanced by an extensive range of additional activities to enhance learning. The very good programme for personal, social and health education contributes significantly to pupils' excellent personal development.

Care, guidance and support are excellent. All the recommended procedures for safeguarding pupils are in place and rigorously applied. The school has very good links with other professionals to provide specialist help when needed. There have been good improvements in the quality of

marking and in setting pupils individual targets and so pupils are very clear on what they need to do to improve. Consequently standards are high.

Leadership and management are outstanding, and there is a constant focus on sustaining high levels of achievement. The headteacher provides clear leadership, and there is a strong sense of a team working together to take the school forward. The school evaluates its work thoroughly and accurately and uses the information well to bring about improvements. This has resulted in sustained high standards and levels of care and demonstrates an excellent capacity to improve further. The governors have a clear understanding of the school's strengths and needs. They are a very welcome support to the management team, particularly in planning and evaluating improvements to the school. The school provides excellent value for money. There is a strong commitment to community cohesion and this is seen in the harmonious way in which pupils work together. The school fosters a sense of belonging to the school and the local community and values the diversity of pupils' different cultures and circumstances.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Provision for children in the EYFS is good with outstanding provision for children's personal development and welfare. After starting school with levels of development typical for their age children make good progress and achieve well. The vast majority reach or exceed the recommended early learning goals by the time they enter Year 1. The good progress is because of good teaching which has some outstanding features. Activities are purposeful, practical and fun and children clearly enjoy their tasks. There was great excitement in one lesson when children passed round a 'feely bag' and picked out a letter card and found a sound that matched the first letter of their name. The classrooms are bright and inviting and children have ready access to an interesting, safe and secure outdoor area to extend their learning. There are good systems in place for assessing children's progress. However, there have been inconsistencies between classes in the way these have been applied to accurately judge children's progress and to plan learning.

The level of care and support is outstanding. Many parents remarked that the excellent procedures for introducing children to school had helped their children to settle quickly. The EYFS is led and managed well. The manager has fostered excellent links with the pre-schools that children have attended to gain an understanding of children's needs from an early stage.

What the school should do to improve further

- Monitor the consistency and accuracy of assessment procedures in the EYFS.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

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?	2
How well do children in the EYFS achieve?	2
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?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

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/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	1
The extent to which learners adopt safe practices	1
The extent to which 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 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?	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

Annex B

Text from letter to pupils explaining the findings of the inspection

21 October 2008

Dear Pupils

Inspection of Aughton Town Green Primary School, Lancashire, L39 6SF

Thank you for making me so welcome when I inspected your school. I enjoyed talking to you all in class and to the school council. I particularly liked joining you all in the special assembly and learning about the many different things that you do so well. Those who received an award were rightly pleased and proud of their achievements.

Several parents described Aughton Town Green as an excellent school and I agree. I think your school is outstanding, which is the best grade I can give. You play your part by behaving so well, helping each other and working hard. The very good teaching and your excellent attitude help you to achieve a high standard by the time you leave Year 6.

The headteacher and other adults have been very successful in making sure that you do your best. You told me how much you enjoy coming to school not only for the interesting lessons but also the wide range of clubs and trips that are on offer.

The children in Reception have made a good start to their time in school. They have settled very quickly and are already making good progress. There is one thing that the school can do to make things even better. I have suggested that the school checks that the information on children's progress in the Reception year is as accurate as possible.

Good luck to you all and I hope you continue to enjoy learning!

Yours sincerely

Shirley Herring

Lead inspector