

Lancaster Lane Community Primary School

Inspection report

Unique Reference Number	119325
Local Authority	Lancashire
Inspection number	327001
Inspection dates	28–29 January 2009
Reporting inspector	Michael Onyon

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)	153
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	Mr Steve Suggitt
Headteacher	Mrs Joanne Geldard
Date of previous school inspection	1 December 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Hunters Road Clayton-le-Woods Leyland Lancashire PR25 5TT

Age group	4–11
Inspection dates	28–29 January 2009
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This smaller than average sized school serves a residential area of mainly owner occupied housing. The proportion of pupils entitled to free school meals is below average. Most pupils are from White British backgrounds with a small proportion from other heritages. Very few pupils are at an early stage of learning to speak English. The proportion of pupils with learning difficulties and/or disabilities is larger than that found in most schools. Early Years Foundation Stage education is provided in the Reception class. Most pupils have previously attended the Early Learners Pre-School, run by a management committee on the school site, which was not part of this inspection. The school holds the Healthy Schools, the International Schools and the Green Partnership awards.

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 with outstanding features. An ethos of self-respect and care for others is central to its happy and effective learning community. Pupils thrive in this supportive environment. This is shown in their good academic progress and in their outstanding personal and social development.

Pupils' achievement is good. From starting points broadly typical for their age on entry to Reception, pupils progress well in Key Stages 1 and 2 and reach above average standards by the end of Year 6. High quality support and well-managed provision ensure that vulnerable pupils, those with learning difficulties and/or disabilities and those learning to speak English as an additional language achieve well in relation to their starting points when joining the school. Careful tracking of pupils' progress is helping to ensure that achievement is consistent. Expectations are high and areas for improvement are identified and dealt with well. For example, effective action was taken in the last school year to improve girls' attainment in mathematics. In 2008, however, inspection evidence shows that, although overall standards at the end of Key Stage 2 were above average, the proportion of pupils who reached the expected levels in English was closer to average. The pace of progress in English is not as brisk as that in mathematics and science in Key Stage 2.

Pupils develop excellent social skills and moral values in this caring school. Their spiritual development is fostered very well through regular opportunities for reflection in assemblies and lessons. Significant opportunities are provided to support their cultural development and prepare them for life in a multicultural society. The school's good international links enable pupils to become involved in projects that put them in direct contact with their peers in schools in other countries. Parents note how this helps build their children's self-confidence and gives them extremely good knowledge and understanding of the wider world and global issues. Pupils are active fund-raisers for local charities and show awareness of the needs of others. A strong focus on healthy living, ecological awareness and community involvement ensures that pupils are confident, sociable young citizens, very well prepared to move on to the next stage in their education.

The quality of teaching is good and helps all pupils to receive effective support. Teachers constantly evaluate the school's good curriculum, exploring ways to make it more vibrant and stimulating. Music is a particular strength. Assessment is thorough. In many classes, pupils receive good feedback on their achievements and progress. Good quality displays in classrooms recognise and share such achievements with their peers. The quality of marking is good and provides pupils with clear guidance about what they need to do in order to improve their work. Excellent pastoral care ensures that pupils are happy and secure in school. A larger than average number of pupils join the school during each academic year. Parents of these pupils in particular have great confidence in the school. 'The staff and pupils are so friendly and caring' and 'the school has done everything they can to help our children settle in', are typical comments, demonstrating how highly parents value all that the school provides.

Leadership and management are good. The headteacher and deputy headteacher, appointed at the beginning of the current academic year, work together very well. They recognise the talents and abilities of staff and involve the staff team in effectively monitoring and evaluating the school's performance. As a result, the school is improving. Subject leaders have acquired the experience to take actions to raise standards in their subjects. However, the school's

improvement plan does not sufficiently identify clear academic standards and achievement as goals over a specified period of time, so it is difficult for the school to measure progress and gauge its success. Governors hold the school to account well and have a good understanding of strengths and areas to improve. The school provides good value for money. Progress has been sustained since the previous inspection and the school is well placed to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The changes in leadership and staffing of the school have given a new impetus to what is provided. The Early Years Foundation Stage is led and managed well. When children start Reception, their skills are broadly typical for their age. Good teaching means they make good progress and reach the appropriate learning goals by Year 1. Early Years Foundation Stage staff are passionate about what they do and know where improvements are needed to raise standards. The clarity of their understanding, however, is not reflected in the school's improvement planning. Outdoor activities are carefully planned to help children to learn as well as they do inside the classroom. This is an exciting place for children to be, investigating what happens to a glittering brick of ice or digging for treasure letters and numbers in the sand. They clearly enjoy every moment in the day. They laugh a lot, especially in the number and sound games they play as a whole group. This is because teachers make challenging tasks fun and everyone wants to join in and do their best. Children learn to play well together because the staff constantly praise good behaviour and talk about feelings. Staff observe children closely, assess their progress well and know exactly where they need to improve. The information is shared well with parents and carers.

What the school should do to improve further

- Accelerate the progress of pupils in English in Key Stage 2.
- Ensure that school improvement planning has challenging and measurable academic goals to raise achievement further.

Achievement and standards

Grade: 2

Achievement is good. Standards at the end of Key Stage 1 are above average in all subjects and have been so for the past two years, reflecting the good progress pupils make in Years 1 and 2. Standards at the end of Key Stage 2 have been above average over the last 2 years in English and science. They dipped below average in mathematics in 2007. The school identified a gap between the performance of girls and boys and interventions have successfully closed the gap. Detailed records show that most pupils, throughout the school, made good progress in the last school year. They show that pupils in the current Year 6 are on track to reach above average standards in mathematics and science and average in English. Inspection evidence, including pupils' work and lesson observations, confirms this picture of standards. The school has put in place measures to improve further pupils' progress in English and whilst these are having a good impact on developing writing, the current pace of progress is not as brisk as that in mathematics and science. Pupils with learning difficulties and/or disabilities and those learning to speak English as an additional language make good progress in this inclusive school.

Personal development and well-being

Grade: 1

The spiritual, moral, social and cultural development of pupils is outstanding. In every classroom a culture exists where adults and children are valued for what they contribute. School councillors take account of everyone's view in making decisions for the whole school. In classroom circle time activities, pupils learn to reflect on sensitive issues and are constantly encouraged to set challenging goals. This is reflected in the excellent way they carry out roles of responsibility and develop skills to support them in the future. For example, Year 6 pupils manage the process of applications from Year 5 pupils looking to succeed them in their roles in school. Pupils take safety issues seriously. They know procedures in outdoor pursuits and regulations for controlling their use of the internet. This is because they recognise what they personally gain from the excellent residential activities and e-mail links to pupils all over the world. They are proud of the school's approach to healthy eating and speak enthusiastically of the food they cook for special events and festivals. Behaviour is outstanding. Pupils know exactly what is expected of them and so lessons run smoothly. Bullying is rare and, on occasions when it does happen, it is dealt with promptly. Unsurprisingly, attendance figures are above average because pupils flourish in school and do not want to miss any time. They are prepared extremely well for the next stage of their education.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Teachers know pupils and their families well, fostering good motivation and enjoyment of learning. Pupils are keen to respond and their self-esteem is boosted by the ready recognition of their efforts and encouragement from the staff. All staff impart a love of learning to their pupils; for example, in joining their class in learning to play a new musical instrument. Teachers have a good knowledge of all subjects and make connections that make learning more relevant to pupils. In Year 2, for example, children created a non-fiction book for younger pupils using examples from their Victorian project. Most progress is made where tasks are challenging for pupils of all abilities and there are strategies in place to ensure boys and girls achieve equally well. On a few occasions, lessons are too teacher led and opportunities for pupils to discuss ideas are underdeveloped. This slows the pace of learning, especially in English. Displays are stimulating; they celebrate children's work and motivate them to do even better.

Curriculum and other activities

Grade: 2

Pupils enjoy the curriculum provided for them at school. 'Lessons are interesting and fun' was a frequent comment from pupils. Activities are usually well planned to take account of the range of abilities, including learners with difficulties and/or disabilities. Curriculum planning is clear in mathematics, where the use of targets to address areas for improvement in pupils' learning is leading to more rapid progress. A similar approach has begun in literacy, but is not as well developed. A good range of lunchtime and after-school activities is highly valued by pupils, particularly the well-attended 'sing-a-long' lunchtime club. Pupils are keen to talk about their successes in these clubs and particularly enjoy their music and art activities, and the opportunity to learn Spanish. The school thinks carefully about trips and visits, as well as

encouraging visitors to the school, in order to maximise the opportunity for pupils to broaden their awareness. The consistent approach to supporting pupils' personal development is helping them to make good progress. They are encouraged to think about their own well-being as well as spiritual, moral, social and cultural issues which are beyond their own personal experiences.

Care, guidance and support

Grade: 2

Overall, care, guidance and support are good. Pastoral care and support for pupils is outstanding. It is a key factor in the good progress made by pupils with learning difficulties and/or disabilities. Staff work closely with parents whenever possible so that the needs of each pupil are thoroughly understood. Academic guidance is good. Teachers use assessment well. New systems to track the progress of pupils are in place, providing a good understanding of how quickly pupils across the school are making progress. This information is being used increasingly to focus pupils on what they need to do to improve. In Year 6, for example, pupils use marking ladders to assess their own work but such strategies have yet to be introduced throughout the school. All safeguarding procedures for maintaining the safety of pupils and adults meet requirements. Teaching assistants are involved effectively in all classes. They are highly skilled in responding to pupils' needs so that they remain fully included in class activities. This is because they balance care and support with clear direction and pupils feel valued and understood.

Leadership and management

Grade: 2

Leadership is good and the school is well managed. The headteacher has quickly established good working relationships between all those who work in the school. Parents trust the school, and their trust is repaid in their children's excellent personal development and good academic progress. There is clear equality of opportunity for all. Community cohesion is good; there are strong and effective links with the local community and also with communities in other countries, for example, contact with pupils in schools in other countries. The recently appointed deputy headteacher leads the teaching team well, and is helping other staff to develop improved assessment procedures. The leadership team also promote improvement effectively, such as in raising attainment in mathematics in Key Stage 2, and the development of Early Years Foundation Stage practice. Subject leaders are steadily acquiring a sharper overview of their subjects. Because good, detailed systems for monitoring the progress of pupils are in place, leaders have a secure knowledge of priorities and understand well the strengths and weaknesses in standards reached by pupils. Whilst this is demonstrated in the school's accurate self-evaluation, academic targets are not expressed clearly in the school's improvement plan. Governors are kept well informed, and a number of them are active in the school. They both support and challenge the school effectively. There has been good progress since the last inspection and the school provides good value for money.

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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?	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?	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?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

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/or disabilities make progress	2

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	2
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?	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

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	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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	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**

30 January 2009

Dear Pupils,

Inspection of Lancaster Lane Community Primary School, Lancashire,

PR25 5TT

Thank you for the lovely warm welcome you gave us when we inspected your school. We really enjoyed our visit and the conversations we had with you. As you know, we came to see how well the school is doing and how you are getting on with your learning.

This is what we found.

- You are being given a good education at Lancaster Lane. You go to a good school and you and your parents think so too.
- You work hard and you reach above average standards.
- You are taught well. The staff make your lessons interesting and enjoyable and they make sure you have the help and support you need.
- You have a good curriculum at Lancaster Lane. This is helping you to develop excellent personal skills and we could see how much you enjoy all your learning activities.
- The school is well led and the headteacher and staff are always on the lookout for ways to make it even better.
- The adults in school look after you and care for you extremely well. Your behaviour is excellent and you are polite and caring young people.

All of this means that your school is a happy place to be. To help make it even better, we have asked the headteacher and other staff to look at ways of helping you to make progress in English, particularly in Key Stage 2, as quickly as you do in mathematics and science. We have also asked for there to be clear academic targets included in the school improvement plan. We know that you will want to play a full part by continuing to follow your teachers' advice and guidance very closely.

Our very best wishes for the future.

Yours sincerely,

Michael Onyon

Lead inspector (on behalf of the team)