

Oswaldtwistle St Andrew's Church of England Primary School

Inspection report

Unique Reference Number	119413
Local Authority	Lancashire
Inspection number	327027
Inspection dates	4–5 June 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	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	202
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 Paul Austin
Headteacher	Mrs Christina Wilkinson
Date of previous school inspection	1 February 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Springfield Street Oswaldtwistle Lancashire BB5 3LG
Telephone number	01254 231279

Age group	3–11
Inspection dates	4–5 June 2009
Inspection number	327027

Fax number

01254 872601

Age group	3-11
Inspection dates	4-5 June 2009
Inspection number	327027

© Crown copyright 2009

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two additional inspectors.

Description of the school

This is an average sized school with more boys than girls. Pupils come from areas of mixed social-economic characteristics. The proportion of pupils entitled to free school meals is broadly average as is the proportion of pupils with learning difficulties and/or disabilities. Most pupils are White British with a small proportion of other ethnic groups. There have been several changes to teaching staff since the previous inspection. The school is currently receiving support from the local authority's monitoring and intervention team. A significant minority of pupils join and leave the school throughout the year. The Early Years Foundation Stage comprises of a Foundation Stage unit with integrated provision for part-time pre school children and full-time Reception children. Childcare on the school site consists of a before- and after-school club and holiday play scheme for pupils aged over 3 years and up to 11 years. This did not form part of the inspection.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

St Andrew's Primary School currently provides a satisfactory standard of education for its pupils. The school has been through an unsettled period, with changes in the teaching staff and significant variations in the profile of year groups. These factors have contributed to fluctuating standards at the end of the key stages. Recent improvements in provision have not yet had time to impact fully on the standards reached by pupils. Pupils have continued to flourish in their personal development and well-being.

Pupils enjoy coming to school where their attendance is satisfactory. They say they feel safe in school and that bullying is very rare. Relationships between each other and with adults are good. The school looks after its pupils well. Good links with outside agencies provide effective support for pupils with learning difficulties and/or disabilities. Academic guidance is satisfactory although teachers' marking is not consistently helpful enough to pupils. Pupils know about the importance of adopting a healthy lifestyle and keeping safe. They enjoy taking on responsibilities and make a good contribution to the smooth running of the school. Preparation for the next stage of learning is satisfactory.

Pupils join Year 1 with standards that are below average. Between Years 1 and 6, test results are influenced negatively by the significant minority of pupils who join the school throughout the year with low standards in English and mathematics. Standards at Year 6 are typically below average. Given the pupils' starting points this represents satisfactory achievement. Standards in writing in Key Stage 1 and in science in Key Stage 2 are relative weaknesses. Pupils with learning difficulties and/or disabilities make satisfactory progress as they move through the school. Improvements in the use of the tracking of pupils' progress are contributing to pupils making better progress.

Teaching and learning are satisfactory and improving because the work set is being more carefully matched to pupils' needs. Care, guidance and support are satisfactory. Although pastoral care is good, there are weaknesses in academic guidance that slows pupils' progress. Because the outcomes of the assessment of pupils' progress are used inconsistently to inform pupils' learning targets, pupils are often unclear about how well they are doing and what they need to do to further improve their work. The satisfactory curriculum is particularly effective in supporting pupils' good personal development and well-being. Pupils appreciate the variety of clubs and activities on offer. The good provision for personal, social and health education ensures the necessary conditions to support learning and progress.

Leadership and management are satisfactory. Since the previous inspection, the senior leadership team has been reorganised and, working with the local authority, a self-evaluation committee includes senior staff and governors in a regular review of the school's performance. This leadership ensures that new pupils are quickly and effectively integrated with the school. New and more effective systems for tracking pupils' progress and intervening when underachievement is identified have been successfully introduced. However, leaders' analysis of the data does not sufficiently enable the pace of pupils' progress to be accelerated. Systems for monitoring the quality of teaching and learning, although not rigorous enough in the past, are now accurately identifying where improvement is needed. There is sound capacity to improve. The vast majority of parents are very supportive of the school. Many of the comments in the parent questionnaire spoke of 'the school's caring ethos, where every child is valued.'

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children achieve well in both pre-school provision and in the Reception Year. Their standards on entry are often much lower than typical for their age. The children make good progress throughout the Early Years Foundation Stage. Despite this good progress, many children have not reached the standards expected for their age by the end of the Reception and standards are below average. The good progress is due to effective teaching underpinned by good record keeping and assessment of the children's progress and continuing learning needs. The teacher and support staff know the children well. They work closely as a team to adapt learning activities so that each child works at the correct level and regards their learning as fun. For instance, a group greatly enjoyed chopping up various fruits. They also learned to wash their hands and the fruit before starting and they began to understand the importance of healthy eating. They quickly settle to the routines and they come in each morning with smiles and greetings for their teachers. Children receive a high level of individual attention and have every opportunity to play and socialise with other children. As a result, they make good progress in their personal development. This provides a good basis for their future success. The Early Years Foundation Stage is well led and managed. Adults ensure that each child is 'busy', that they all receive appropriate support where necessary and that they are encouraged to do their best.

What the school should do to improve further

- Achieve greater consistency in the quality of teaching to raise standards in English, mathematics and science.
- Use the outcomes of assessment more consistently to help pupils understand their personal targets so that they know what they need to do to progress.
- Ensure that senior and middle leaders effectively analyse the available data to accelerate the progress of pupils.

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

Standards are typically below average at Year 6. Given pupils' starting points, their achievement is satisfactory. Pupils make satisfactory progress as they move through the school. They join Year 1 with standards that are below average. In the 2008 teacher assessments at the end of Year 2, standards were well below average, being weakest in writing. Pupils currently in Year 2 have had their learning disrupted by staffing changes. Nevertheless, there is an improvement on the 2008 assessments although standards remain below average. By the end of Year 6, test results are influenced by a significant number of pupils who join the school at different times with poor skills in English and mathematics. Test results at the end of Year 6 have been typically below average in recent years. In 2008, however, they were well below average overall especially in science. Shared analysis of the results with the local authority support team indicate that these results represent satisfactory achievement for pupils given the significant numbers with learning difficulties and/or disabilities. Girls' achievement lagged behind that of boys. Recent strategies introduced to support the progress of targeted pupils are improving progress. The

standards of the current Year 6 pupils have risen and many are now in line with the expectations for their age successfully meeting the challenging targets set for them.

Personal development and well-being

Grade: 2

The pupils' good progress in personal development reflects the school's strong emphasis on moral and social values. Pupils respond to its clear rules and this has a positive impact on their attitudes to learning and their achievement. Pupils feel safe and confident and know what is expected of them within the school's calm and supportive atmosphere. They respond by behaving well. The pupils' spiritual development is outstanding. They learn important values such as forgiveness and of supporting one another in very well managed assemblies. Their understanding of cultural diversity is satisfactory. Pupils contribute to the school community by relating well to each other and to adults. They feel involved in decision making through the flourishing school council and they join in with local community activities. The pupils develop a strong awareness of the importance of healthy lifestyles through the opportunities to take part in physical activity, for instance the popular cycling proficiency courses, and through their clear understanding of the importance of healthy eating. Pupils' enjoyment of school is demonstrated by their generally regular attendance. The pupils say that they feel free from bullying or unpleasantness. Parents confirmed this and praised the school for its positive impact on their children's lives.

Quality of provision

Teaching and learning

Grade: 3

Teaching is satisfactory overall. In some lessons the quality of teaching is good. This is because teachers make good use of national guidance in their planning to add pace and rigour to lessons and because they have high expectations of their pupils' progress. For instance, a less academic group in a Year 3 mathematics lesson, made good progress in learning place value of hundreds, tens and units because their teacher challenged them appropriately to work out problems for themselves while at the same time giving sufficient support to ensure they stayed confident and motivated to succeed. In less successful lessons, teachers either have expectations which are too low or else overestimate the pupils' understanding and prior knowledge of the topic. This is often because of the inconsistent use of assessment and target-setting to closely tailor activities to pupils' needs. There are good relationships between staff and pupils and staff teams work well together. Teachers generally manage behaviour well and pupils respond to clear rules and structures.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. It effectively promotes pupils' personal development through well planned programmes of personal, social health and citizenship education. All statutory requirements are met and pupils respond well to the opportunities they have to learn French and participate in musical activities. A good range of visitors, such as that by a television presenter from children's television, and visits that include residential stays, helps to enrich and enhance learning. The curriculum is fully inclusive. Multicultural events, often liaising with other schools, develop pupils' awareness of how people live in other countries, and help pupils

appreciate the diversity of their own school community. Links with the local community are good. The school works hard to reach out to engage parents. The curriculum is improving and supports pupils' satisfactory progress. It does not yet ensure that pupils make the very best progress they can.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory with strengths in its pastoral support but some weaknesses in the impact of academic guidance. The school provides a high standard of care for all of its pupils. Rigorous safeguarding procedures meet national expectations. Pupils are well supported. The Learning Mentor maintains good liaison with pupils, parents and other agencies and she makes regular visits to pupils' homes. Parents report a high degree of satisfaction with their level of involvement in their children's education. One commented, 'Staff are attentive to children's needs and the concerns of parents'. Pupils in Year 6 feel confident to go on to secondary school because they have been well prepared for the change. The school takes determined steps to monitor and improve the pupils' attendance although this remains satisfactory. The pupils have a clear understanding of how to improve their conduct. This has a significant positive effect on their self control and behaviour. Academic guidance is satisfactory. There is inconsistency in the way teachers write the pupils' learning targets. In some cases the targets are not precise enough and they are written in language which pupils find hard to comprehend. As a result they do not understand clearly enough how to improve their academic work.

Leadership and management

Grade: 3

Working with others the headteacher has a clear vision for taking the school forward. The focus on raising standards and improving the rate and consistency of pupils' progress is beginning to impact on some areas of the school's work, with successes evident in improvements in the curriculum and in assessment procedures. More remains to be done to use the outcomes of assessment and the analysis of progress data to achieve consistently high quality outcomes for pupils. Satisfactory systems for evaluating how well the school is doing are in place and the headteacher and the governors have a realistic understanding of the school's strengths and the areas that are still in need of improvement. The school makes a satisfactory contribution to community cohesion through a range of good partnerships that promote pupils' well-being, through its activities in the community and the parish, and through its links with the high school. It recognises more needs to be done to widen the pupils' knowledge of cultures other than their own. Good attention is given to ensuring that all have equality of opportunity and that pupils with diverse needs are well provided for. Good quality extended provision before and after school meets the needs of children and families well. The governing body is supportive and is developing its ability to hold the school to account.

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
---	----------------

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?	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?	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?	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

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	3
How well equality of opportunity is promoted and discrimination eliminated	2
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**

5 June 2009

Dear Pupils

Inspection of Oswaldtwistle St Andrew's Church of England Primary School, Lancashire, BB5 3LG

Thank you for making Mr Blackband and myself so welcome when we inspected your school. As you know, we came to see how well the school is doing and how you are all getting on with your learning.

We found that the school is giving you a satisfactory standard of education. These are some of the best things we discovered about the school.

- The school is improving and you are starting to make better progress in your learning. Keep up the good work!
- The Early Years Foundation Stage gets your education off to a good start.
- Your teachers make lessons interesting and this is helping you to improve your skills across all the subjects.
- Your behaviour and attitudes to learning are good. You are caring and thoughtful young people and this helps to make the school a good place to learn and grow.
- The grown-ups in school look after you well.

There is still work to be done to make St Andrew's the best school it can possibly be. I have asked the school to continue to raise standards and achievement by:

- making sure that the quality of teaching consistently helps you to do as well as you possibly can as you move through the school
- working with you to help you understand your learning targets, so you know what you need to do to improve
- ensuring that information about your progress is used well, by the school, to help you to progress as quickly as you can.

You can help by being happy and hardworking learners.

I send you all my very best wishes for the future

Yours sincerely

Michael Onyon

Lead inspector