

# Clayton-le-Woods Church of England Primary School

## Inspection report

---

<b>Unique Reference Number</b>	119468
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	327043
<b>Inspection date</b>	21 October 2008
<b>Reporting inspector</b>	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.

---

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	225
Government funded early education provision for children aged 3 to the end of the EYFS	35
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Jamie Marshall
<b>Headteacher</b>	Mrs Sue Pennington
<b>Date of previous school inspection</b>	1 October 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>	Back Lane Clayton-le-Woods Chorley Lancashire PR6 7EU

---

<b>Age group</b>	4–11
<b>Inspection date</b>	21 October 2008
<b>Inspection number</b>	327043

**Telephone number**  
**Fax number**

01772 335030  
01772 629571

<b>Age group</b>	4-11
<b>Inspection date</b>	21 October 2008
<b>Inspection number</b>	327043

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://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 an Additional Inspector who evaluated the overall effectiveness of the school and investigated the following issues:

- given pupils' prior attainment, should standards in reading, particularly for boys and higher attaining pupils, be higher?
- should higher attaining pupils be making better progress all round?
- what is being done to improve the quality of teaching and learning?

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 an average size school. The vast majority of pupils are from White British backgrounds and all pupils speak English as their first language. There is a small minority of minority ethnic pupils. Pupils come from areas of broadly average affluence. A much smaller proportion of pupils are entitled to free school meals than is usual. The proportion of pupils with learning difficulties and/or disabilities is well below average. The school provides education for children in the Early Years Foundation Stage (EYFS). The governors provide childcare provision for one hour before school and two hours after school. The school was without a substantive headteacher from 2002/07.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school which has made satisfactory improvement since its last inspection. Some of its provision is good. The Early Years Foundation Stage (EYFS) is a strength of the school, and Reception children get off to a good start in their education. Pupils' personal development is good and the school takes good care of its pupils. The appointment of a substantive headteacher has been the catalyst for change, with evidence of improvements on several fronts. Parents have recognised this and many commented, for example, on 'the change in the school since the arrival of the new headteacher'.

Pupils' spiritual, moral, social and cultural development is good. Their spiritual development is very good, reflecting the school's strong Christian ethos. They have good cultural links with international organisations, for example in Africa, but closer to home they have little awareness of what life is like in multicultural Britain. Their knowledge and understanding of the importance of adopting a healthy lifestyle is excellent and they can talk knowledgeably about what constitutes a healthy diet. They know how to stay safe. They say they feel safe in school because although there is the occasional incident of bullying, it is firmly dealt with and the teachers and other adults are approachable and sympathetic. This is symptomatic of the school's good systems of pastoral care. The school knows its pupils well and relationships are positive and supportive. Systems for safeguarding pupils and child protection comply with recent legislation. Good links exist with outside agencies. Pupils receive satisfactory guidance on how to improve their work. Pupils with learning difficulties and/or disabilities receive good personal support.

Pupils' behaviour in lessons and around the school is good, but parents and pupils say a tiny minority of older boys can occasionally be disruptive and aggressive. Attendance is outstanding, as is pupils' enjoyment of school. Pupils appreciate the opportunities offered to exercise leadership and take on responsibility, for example, as school councillors or play leaders but say they would like more. They make a satisfactory contribution to the local community, particularly the local church community. Preparation for the next stage of learning is good except for higher attaining pupils who do not achieve as well as they should.

Achievement is satisfactory. Pupils join Year 1 with standards much higher than expected for their age. By the end of Years 2 and 6, standards are well above average. Whilst most pupils, including pupils with learning difficulties and/or disabilities, achieve well enough the significant minority of higher attaining pupils do not achieve standards of which they are capable and could make better progress throughout the school. In the 2007 teacher assessments at the end of Year 2, standards overall were significantly above average. However, there was underachievement by higher attaining pupils in gaining the higher Level 3, particularly by boys in reading and writing, and girls in mathematics. The 2007 results at the end of Year 6 indicated well above average, but declining, standards. The school failed to meet its higher level targets. Provisional results for 2008 indicate that standards although remaining above average continue to decline. The school failed, by some margin, to achieve its targets for the higher Level 5 in all three core subjects.

Teaching and learning are satisfactory. There are some examples of good and occasionally outstanding teaching. Teaching and learning strategies are not sufficiently focused on the needs of higher attaining pupils. In too many classes these pupils are not challenged enough and coast through lessons. Relationships are supportive and encouraging and teaching assistants provide good support, especially to pupils with learning difficulties and/or disabilities. There

has been a recent improvement in providing lessons which actively involve pupils in their own learning, rather than as recipients of knowledge, with less copying from worksheets or from the whiteboard. There is now generally good use of interactive whiteboards in helping deliver more interesting lessons. The curriculum meets all statutory requirements and is developing a new thematic approach which is broad and rich in outlook. It does not adequately plan support for higher attaining pupils to help them flourish. Enrichment activities, particularly residential visits to outward bound centres are good. The range of after-school clubs and activities is satisfactory. Pupils say they would like more access to computers outside of lessons times.

Since the appointment of the substantive headteacher, systems of self-evaluation and the tracking of pupils' progress have become much more robust. The school now has an accurate picture of its strengths and weaknesses. The headteacher is providing a strong impetus for change but the senior leadership team has not been able to function effectively because of the absence of key members. There is some good practice in subject leadership but it is inconsistent, particularly in its role of monitoring and improving classroom practice. Community cohesion is satisfactory. Governance is satisfactory with good links between individual governors and curriculum areas. Parents are generally supportive but a significant minority expressed dissatisfaction and concern about the disruption to classes caused through teacher absence, and the high proportion of lessons taught by supply teachers. A smaller proportion of parents thought their children were not stretched enough. Several parents commented favourably on the improvements brought about since the appointment of the new headteacher. 'Mrs Pennington has brought a lot of stability to the school and the school is improving all the time' was typical of the comments made. The well managed childcare provision offers good levels of care. Staff are well qualified, including in first aid, and pupils said how much they enjoyed both the pre-school and after-school facilities. The school has satisfactory capacity for improvement.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Children get off to a good start in the Reception class. They settle happily into school. 'The induction process of moving our child from nursery to school was very well managed and ensured the transition was a smooth one' was a typical comment. Children join with levels of attainment above those typical for their age, except in social skills which are not as high as in other areas. This is taken into account when planning the curriculum and by the end of the year children have made very good progress in improving their social skills. Children make good academic progress, particularly in linking sounds to letters, and leave with standards that are much higher than those expected in all areas of learning. Children are well taught and good use is made of assessment in helping identify what children need to do next. Activities have a suitable balance of teacher-led activities and those children can choose for themselves. The outdoor play area is effectively used with well planned activities designed to aid learning and personal development. There is a satisfactory, but improving, range of resources for use outdoors. Children are very well cared for. Adults work together effectively as a team and relationships are positive and supportive. Good habits of behaviour and caring for others are successfully inculcated right from the start. The provision is well led and managed and planning for development and further improvement is good.

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

- Ensure higher attaining pupils have work that challenges them more so that they achieve their full potential.

- Develop the role of subject coordinators in the improvement of teaching and learning.

A small proportion of the schools whose overall effectiveness is judged as satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**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](http://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 <sup>1</sup> reached by learners	2
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

---

<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	1
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

## 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?	2

## 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	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**

22 October 2008

Dear Pupils

Inspection of Clayton-le-Woods Church of England Primary School, Lancashire, PR6 7EU

Thank you very much for the warm welcome you gave me when I inspected your school recently. You told me lots of interesting things about your school which was very helpful to me in writing my report. Your comments helped me in judging your school to be a satisfactory school but with some features that are good, for example, in the way the school helps you to grow as mature young people.

I think your behaviour and attitudes are good and you get on well with your teachers and each other. Your attendance and enjoyment of school is outstanding and much, much better than in most other schools. You are very conscious of the importance of adopting a healthy lifestyle and it was good to see you helping serve the salads at lunchtime. (I hope you do not have to wait too much longer for those uniforms!) I also think the school takes good care of you and helps you to enjoy school in safety and with good personal support.

Since your new headteacher came a lot of things have started to improve but there is still a long way to go. Your teachers work hard on your behalf and you reach very high standards in your work. Most of you are making satisfactory progress. Only the more able pupils among you are not doing well enough and I would like to see this group of pupils doing much better, for example, getting more Level 5's in your SAT's. To help achieve this, your school is going to ensure that lessons are planned and taught that will challenge all of you to achieve your very best.

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

Yours sincerely

Joe Clark

Lead inspector