

Colne Primet Primary School

Inspection report

Unique Reference Number	119173
Local Authority	Lancashire
Inspection number	339372
Inspection dates	8–9 March 2010
Reporting inspector	Sarah Drake

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	170
Appropriate authority	The governing body
Chair	Mr Gerry McCabe
Headteacher	Mrs Karen Blacoe
Date of previous school inspection	5 December 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 12 lessons and observed eight teachers. They held meetings with the chair of governors, staff, groups of pupils and local authority personnel. Over half their time was spent observing and analysing the quality of pupils' learning. The inspectors observed the school's work, and looked at pupils' written work and documentation relating to pupils' progress and school leadership, including policies and information related to safeguarding. The inspectors also took into account the questionnaire responses returned by seven staff, 99 pupils and 37 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether all pupils are making at least satisfactory progress throughout the school, especially in Key Stage 1 and in English
- the standards achieved in English at both key stages
- how effectively the provision is adapted to offer the right levels of challenge and support for individual pupils
- the capacity of leadership at all levels to drive the school forward to improve further.

Information about the school

This smaller than average school serves an urban area in which much of the housing accommodation is rented. This means that many more pupils than average join or leave the school part way through their primary education. These pupils account for two thirds of the current Year 6. The proportion of pupils eligible to receive a free school meal is more than double the national average. The overall proportion that has special educational needs and/or disabilities is broadly average but the proportions in different year groups vary greatly. More pupils than usual have a statement of special educational needs. Most pupils are of White British heritage. The numbers that belong to minority ethnic groups and that speak English as an additional language are increasing and are broadly average. Most of these pupils are of Pakistani heritage. At its own request, the school has been involved for the past three years with the local authority's Intensive Support Programme to help raise standards across the school. The level of this support is being gradually reduced. The Early Years Foundation Stage leader and the Reception teacher were both new to their posts in September 2009. The school achieved the Colne in Bloom award for best school garden in 2009.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school where pupils feel safe and well cared for. They join the school into all year groups with skills that are below, and for many well below, average for their age. Since the previous inspection standards have risen in both key stages but they are still well below average in English at the end of both Year 2 and Year 6.

Determined, clear-sighted leadership is behind the improvements already seen. It has developed in staff a shared sense of responsibility for pupils' progress throughout the school. This is now satisfactory with evidence of some good progress for all age groups in linking letters to sounds and in reading.

Pupils enjoy school and form positive relationships. They appreciate the newly equipped outdoor areas and use them amicably for both energetic play and quieter activities. They understand the effects of exercise and diet on health and generally behave in a safe manner. They say, 'It's great when you learn new things' and they demonstrate positive attitudes to learning, although many are still very dependent on adults to keep them focussed.

The quality of teaching is satisfactory. Teachers assess pupils' progress regularly and accurately but not all sufficiently adapt the work they set to reflect the differing abilities of pupils. In the Reception class, the next steps that individual children should make in their learning are not always clearly identified. Throughout the school, staff provide good levels of care and support for pupils' personal and emotional needs. This means that it operates as a happy, harmonious community.

Leadership is being distributed with increasing effectiveness among staff and has successfully brought about improvements in standards, achievement, behaviour and attendance. There is an established system for tracking and monitoring pupils' progress but its effectiveness is hampered by the information it contains being difficult to interpret. Leaders have a good understanding of the school's relative strengths and weaknesses and a proven record of effecting change but the governing body does not provide leadership with sufficient challenge or support in its quest to raise standards. This means that, despite staff's clear vision and sense of drive, the school's capacity to improve is satisfactory.

What does the school need to do to improve further?

- Raise standards in English to at least the national average by:
 - helping pupils to improve the accuracy of their spelling and grammar
 - encouraging pupils to use their prior knowledge and think more about their

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work.

- Improve the systems to monitor and track pupils' progress by
- ensuring that the information that is gathered is easy to access and understandable to all teachers.
- Improve the quality of teaching by:
 - using assessment more effectively to adapt work according to pupils' different abilities
 - providing pupils with precisely worded guidance about how to improve their work
 - ensuring that in the Early Years Foundation Stage adults' observations are used to identify the next steps individuals need to take in their learning.
- Increase the rigour with which governors monitor the school's work and hold it to account for pupils' progress and attainment.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Pupils settle well at the start of lessons and demonstrate an interest in learning but many have little stamina to keep going independently and some are reluctant to put pencil purposefully to paper. They respond well to activities led by adults but many are too quickly satisfied with their own efforts. Pupils are keen to please their teachers and to volunteer answers but many have a hazy recall of their previous learning. The standards achieved in mathematics and science by Year 6 pupils are broadly as expected, a good improvement since the last inspection, but those in English at both key stages still lag behind. They are adversely affected by past gaps in learning, some of which are linked to the high mobility of pupils. Pupils' spelling and grammar are erratic but there is evidence of some good progress in reading. The school's actions are having a positive impact on tackling weaknesses and building upon strengths. No group of pupils is making significantly different progress to any other. Achievement and progress for all are satisfactory.

Pupils have a clear sense of right and wrong and understand the consequences of the choices they make. They say that, 'Mostly, everyone is friends.' and they are confident that adults will sort out any problems. Satisfactory and improving behaviour contributes to the consistently orderly environment. Pupils are proud to take on responsibilities around the school. They greatly appreciate the efforts of the Year 6 Primet buddies who, at the suggestion of pupils, lead lunchtime games and provide support for those who tend to be alone. Pupils are cooperative and organise activities such as the recent fund-raising event for earthquake victims in Haiti. Most pupils attend regularly and punctually, understanding, as they say, that, 'Every bit of knowledge counts.'

These are the grades for pupils' outcomes

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Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	3
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Good relationships between adults and pupils create a sound foundation for learning. Teachers use praise effectively to keep pupils focussed and they generally correct any misconceptions sensitively to build up pupils' self-confidence. They plan interesting activities, such as the creation of 'gruesome recipes' or detective work based on the information contained in letters. Teachers make the learning objectives clear at the beginning of lessons but do not always vary the associated activities sufficiently to ensure that all pupils are suitably challenged. For example, they expect pupils of higher ability to write a longer list or more lines than their peers rather than putting more thought into the content of their writing. Teaching assistants' effective support for pupils with special educational needs and/or disabilities, and those at an early stage of learning English as an additional language, ensures that they are fully included in lessons and make similar progress to their peers. Targeted support for small groups and individuals is helping some pupils to make good progress in, for instance, their reading. Some teachers do too much of the talking in lessons rather than encouraging pupils to think about what they are learning and become actively engaged. Good quality displays enhance the learning environment and provide helpful subject specific guidance, including group targets. Teachers mark pupils' work regularly but do not consistently provide enough, precisely worded, guidance about how to improve.

The curriculum is being successfully adapted so that it reflects pupils' interests and

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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needs, and helps them to make links between different areas of learning. Pupils have good opportunities to practise their writing skills and to use computers in a range of subjects. For example, Year 5 pupils' word-processed book, 'All about our bodies', includes sentences such as 'Glands slowly pump oil and make your hair greasy - time for a shower!' Pupils learn French, and good provision for music leads to the school's two choirs participating in community events. Pupils enjoy the wide range of extra clubs and visitors, such as the multi-faith group that leads sessions on similarities and differences. Pupils say that, Primet is the school that cares' and 'the teachers are perfect to talk to if you've got a problem.' Adults have a good understanding of pupils' individual circumstances and needs, and they are sensitive to their moods. Early assessment of new arrivals to the school leads to swift, well-targeted action to help fill any identified gaps or support their special needs. Effective work with pupils, parents and carers, and partnerships with outside agencies, underpin the good quality of guidance and support. Pupils are suitably prepared for their move to secondary school.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The leadership's accurate self-evaluation and resolute will to improve the quality of provision are having a positive impact on pupils' levels of achievement. Subject leaders are taking good responsibility for their areas and some, for instance in literacy, have effected improvement and have clear plans to enhance the provision further. The impact of this is clearly evident in reading but is only just emerging in writing. In the words of a staff member, 'Everybody knows exactly what they are assessing and why' although that assessment information is not yet being used to best effect. There is a good sense of teamwork and belief among staff that they have the skills to lead change and improve pupils' life chances. There is still, however, inconsistency in the quality of teaching. Leaders provide governors with comprehensive information about the school's work but too few governors visit on a regular basis or take sufficient interest in pupils' standards and achievement.

Satisfactory arrangements are in place to protect pupils from physical and emotional harm, and to confirm adults' suitability to work with children. In its efforts to promote equality of opportunity, the school monitors the outcomes for different groups of pupils. It is taking effective action to close gaps in achievement and ensure all pupils develop the necessary skills to support their future learning. The leadership has analysed the

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school's context and adapts its provision accordingly. Whilst strongly promoting a sense of community within the school, initiatives to promote community cohesion over a broader area are at an earlier stage of development. The school's efforts to involve parents and carers more closely in their children's education are bearing fruit and, through activities such as sports, gardening and singing, its partnerships in the community are growing.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	4
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Most children enter the Reception class with skills below those expected for their age and particular weaknesses in their personal development and communication skills. The majority prefer to play alone and are reluctant to speak in even short sentences. Improvements in the teaching of letters and sounds are having a significant impact so that in 2009 a very large majority joined Year 1 with age-related skills in this aspect of communication and in early reading skills. In other areas, children make satisfactory progress so that at the end of Reception their skills remain below those expected for their age. Children learn within an interesting, bright environment with increased opportunities, this year, for experimentation outside and in the large area shared with Key Stage 1 pupils. A good number of volunteer helpers ensure children have many chances for individual attention. However, opportunities are sometimes missed to extend children's thinking skills through probing questioning. Planning is clear, covers all areas of learning and is based on analysis of the levels at which children are working. However, adults do not yet use their observations of children's progress sufficiently to identify the specific next steps that individuals need to make in their learning. Home

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visits and workshops before children join Reception, and regular information about activities, help parents and carers to increase their understanding of how they can help their children at home. The leader and class teacher work well together as a team. They have a good understanding of how young children learn and a clear vision of how they wish to develop the provision. They have already begun to bring about positive change.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Of the small number of parents and carers who responded to the questionnaire the overwhelming majority were very positive. They are particularly appreciative of the quality of care for children, which is also the feature identified by inspectors as the school's main area of strength.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Colne Primet Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 37 completed questionnaires by the end of the on-site inspection. In total, there are 170 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	21	57	16	43	0	0	0	0
The school keeps my child safe	24	65	12	32	1	3	0	0
The school informs me about my child's progress	18	49	17	46	0	0	1	3
My child is making enough progress at this school	18	49	17	46	2	5	0	0
The teaching is good at this school	21	57	16	43	0	0	0	0
The school helps me to support my child's learning	20	54	14	38	0	0	1	3
The school helps my child to have a healthy lifestyle	18	49	18	49	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	15	41	19	51	0	0	0	0
The school meets my child's particular needs	17	46	19	51	0	0	0	0
The school deals effectively with unacceptable behaviour	17	46	19	51	0	0	0	0
The school takes account of my suggestions and concerns	15	41	20	54	0	0	0	0
The school is led and managed effectively	18	49	17	46	1	3	0	0
Overall, I am happy with my child's experience at this school	19	51	18	49	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



10 March 2010

Dear Pupils

Inspection of Colne Primet Primary School, Colne, BB8 8JE

Thank you for making the inspection team so welcome when we visited your school recently. We enjoyed talking with you and hearing about the things that you like about your school, especially how you feel safe there and well looked after. We were impressed by how many of you who have joined recently said how much you like it.

Yours is a satisfactory and improving school. You told us how much you appreciate improvements in behaviour, the extra clubs and all the new equipment outside. We were pleased to see what good use you make of that to keep yourselves happily occupied at break times, as well as fit and healthy! You settle well at the start of lessons but it's a shame that many of you find it difficult to keep concentrating or to use what you learnt in earlier lessons to help you work more independently. You told us that you enjoy learning new things so I am sure that you can work a bit harder to try to work things out for yourselves. To help you do this we have asked the school to make sure that all teachers adapt the work so that it gives you just the right level of challenge, whatever your ability. We have also asked them to help you improve your spelling and understanding of how to improve your written work. This should help you to raise the standards that you reach in English.

The senior leaders know well what still needs to improve and have realised that the school is not yet using as well as it could the information teachers have about the progress you are making. They are on their way to changing this. We hope that the governing body will increasingly contribute to the process.

This letter comes with all the inspectors' best wishes for the future.

Yours sincerely

Mrs Sarah Drake

Lead inspector

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