

Oswaldtwistle Moor End Primary School

Inspection report

Unique Reference Number	119187
Local Authority	Lancashire
Inspection number	339376
Inspection dates	11–12 May 2010
Reporting inspector	Marie Cordey

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	192
Appropriate authority	The governing body
Chair	Mrs Jean Havard
Headteacher	Mrs Vicky Milne
Date of previous school inspection	11 January 2007
School address	White Ash Lane Oswaldtwistle Accrington BB5 3JG
Telephone number	01254 233312
Fax number	01254 301794
Email address	head@moor-end.lancs.sch.uk

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 10 lessons and observed six teachers. They held meetings with the Chair of the Governing Body, staff and groups of pupils. They observed the school's work and looked at documentation, including the school's updated self-evaluation evidence, the school improvement plan, internal and external monitoring of the school, 65 questionnaires completed by parents and carers, and questionnaires completed by 85 pupils and 16 staff.

- the achievement and attainment of boys, and of all pupils in English, to determine whether teaching and the curriculum are sufficiently challenging
- the capacity of the senior leadership team to sustain improvement.

Information about the school

This primary school is smaller than average. The proportion of pupils known to be eligible for free school meals is below average. The vast majority of pupils are of White British heritage. The proportion of pupils who have special educational needs and/or disabilities is below average. The school has achieved Healthy Schools status, and the Artsmark for its art provision. There have been significant staff changes in the past year. A new headteacher took up post in September 2009 and the deputy headteacher took up post in January 2010. The school has a Special Educational Resource Facility (SERF), providing speech and language support. The school provides before- and after-school care and a breakfast club, all of which are managed by the governing body.

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?

4

The school's capacity for sustained improvement

3

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement because it is performing significantly less well than in all the circumstances it could be reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to the quality of teaching, pupils' learning and achievement, and the curriculum.

The headteacher and deputy headteacher provide an unambiguous lead for improving the school's performance, particularly for boys and in English. They recognise that attainment in writing, and for boys especially, has slipped in the last two years. Consequently, rapid and concerted actions have been taken to improve the quality of teaching and to broaden the curriculum. These have been welcomed and acted upon by the majority of staff, but the impact so far is inconsistent. Pupils' attainment has begun to improve in Key Stage 1 but in Key Stage 2 it is not high enough for boys and in English. The high expectations set by the headteacher and deputy headteacher, and the unequivocal commitment by all staff to pupils' personal development, result in pupils' positive attitudes to learning and their strong moral and social development. Attendance has improved and there is no persistent absence. Parents and carers are very positive and supportive of the school. Nevertheless, aspects of the curriculum are not covered in sufficient depth and inspectors observed some over-generous grading of pupils' work and progress. As a result, pupils' achievement, including that of pupils with special educational needs and/or disabilities, is uneven and inadequate overall. In contrast, pupils receiving speech and language support in the SERF are made to feel confident, welcomed and secure in a caring environment. They receive one-to-one teaching and make at least satisfactory and often good progress in improving their basic skills. Similarly, the breakfast club provides sustenance and interesting and enjoyable activities to ensure that pupils make a positive start to their day.

The quality of teaching is inadequate. Too much teaching does not meet the interests or abilities of individual pupils and too little is vibrant, well planned or engaging. Teachers are beginning to use assessment information to plan lessons but, as assessment of pupils' attainment is too often incorrect, especially in Key Stage 2, the impact of its use is inadequate. Many pupils are not aware of how well they are doing in their work or how to improve it. A more creative curriculum has recently been introduced to develop pupils' basic skills across all subjects. This has been used effectively and welcomed enthusiastically by most teachers. Nevertheless, the curriculum overall is inadequate, not only because of its weak coverage but because in some classes opportunities are missed to adapt it to make learning more engaging and more meaningful for pupils.

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The headteacher and deputy headteacher have accurately identified the key priorities for improvement and there is a clear determination to drive the school forward. The new Chair of the Governing Body is equally determined to tackle weaknesses in the school's performance. Recent actions taken by the school to raise attainment in Year 2 have proved effective. Weaknesses in teaching are being addressed through more rigorous monitoring and evaluation and the development of a broader curriculum. These actions and the positive learning environment indicate that the school has a satisfactory capacity to secure further improvement.

What does the school need to do to improve further?

- Improve attainment and achievement in English, especially for boys, by developing its use across all subjects.
- Ensure that the curriculum is sufficiently broad and closely matched to pupils' needs.
- Improve the quality of teaching and assessment to support learning by:
 - - rigorous use of assessment information to plan work which matches all pupils' needs, interests and abilities
 - - consistent application by all teaching staff of the school's systems and policies on assessment and teaching
 - - regular moderation of marking to ensure the accuracy of assessments.

Outcomes for individuals and groups of pupils**4**

Pupils enjoy their learning best when they are involved in interesting activities. For example, Year 1 and 2 pupils, both boys and girls, were eager to begin discussing fantasy in literature, especially when cars were a feature. However, mainly in Key Stage 2, pupils sometimes lose interest and motivation when work is not matched to their previous learning. Lesson planning, which relies heavily on teachers' presentations, reduces opportunities for pupils to be involved. The attainment and progress of pupils in recent years has been variable. Attainment in mathematics and science is broadly average and consistently better than in English.

Pupils have a sound understanding of healthy lifestyles and relish their participation in physical and sporting activities. One pupil commented, 'Look at all the awards we have got in sport.' They feel very safe in this secure environment. Pupils contribute to their local community through presentations by the choir and strong links with community groups, for example, the environmental and 'tidy up' groups. Pupils' moral and social development is a strength and, consequently, they have a keen sense of fairness. Opportunities for pupils to learn about the similarities and differences of people from other cultures are provided and pupils' spiritual development is satisfactory. Overall, behaviour is satisfactory. While pupils behave well around school, in some lessons they become restless and lose concentration when the work is insufficiently stimulating. Leaders have identified the need to plan for the use of information and communication technology skills across subjects. Insufficient progress and well-below-average

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attainment in English mean that pupils are not well prepared for the next stage of their education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
The extent to which pupils feel safe	2
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	4
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

The quality of teaching and learning in lessons is variable. It is most frequently effective in Key Stage 1 and in some lessons in Key Stage 2 where good planning secures pupils' enjoyment and moves learning forward. Teaching is inadequate overall because it is not good enough in English to raise attainment or enable pupils to make sufficient progress. Boys learning is not always stimulated by the lesson's topic and there are insufficient practical activities to engage them. Teachers' marking includes some positive and thorough guidance. However, this is inconsistent and there are still many pupils who are not sure how well they are doing in their work or how they can improve it. Lesson planning, more so in Key Stage 2, is ineffective in ensuring continuity in learning, mainly because there is an over-estimation of what pupils have already attained, particularly in writing.

Where the curriculum links learning across subjects and is specifically focused on the

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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interests and abilities of girls and boys, pupils are keen to work extremely hard because they are excited by challenging and thoughtful activities. However, inconsistencies in curriculum coverage mean that key aspects, such as grammar and punctuation, are not developed to a high enough level. At other times, the curriculum is not sufficiently matched to the individual needs and abilities of pupils and they become disengaged from their work. Pupils with special educational needs and/or disabilities are clearly identified and provided with support. However, the quality of provision for these pupils is inconsistent as they move through the school. Enrichment activities, especially in sport, music and art, are enthusiastically welcomed by pupils. Extended provision, such as in the SERF, the before- and after-school care clubs and the breakfast club are a good addition to the curriculum, appreciated by parents and carers, and by pupils. The personal and emotional needs of pupils whose circumstances may make them vulnerable are quickly identified and satisfactorily met through in-class support and one-to-one guidance, especially in the SERF. Home visits in the Early Years Foundation Stage prepare children well for school life. An atmosphere of calm and security is deliberately fostered by the school and pupils appreciate the attractive, safe and welcoming environment.

These are the grades for the quality of provision

The quality of teaching	4
Taking into account: The use of assessment to support learning	4
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	4
The effectiveness of care, guidance and support	3

How effective are leadership and management?

Accurate and rigorous self-evaluation has enabled the headteacher and deputy headteacher to identify priorities for improvement after a period of some slippage in pupils' attainment and progress. Actions taken to improve attainment in English and for boys are beginning to have an impact for pupils in Key Stage 1. Improvements to planning and assessments of progress provide more continuity in learning and lessons are focused more clearly on the needs of individual pupils.

The school's commitment to community cohesion is reflected in pupils' involvement in their school and local community. However, leaders have identified the need to extend pupils' understanding and awareness of the wider community. At the heart of the school's character is a commitment to eliminate discrimination, but too many pupils do not get an equal chance to achieve as well as they should. Parents and carers are encouraged to participate in opportunities available to share in their children's learning. For example, the school's website has been developed to increase opportunities for parents and carers to be more involved in supporting their children's learning.

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Safeguarding procedures are secure and meet government requirements. Members of the governing body are supportive and involved in the school's life and processes of self-evaluation. The school provides inadequate value for money because a significant minority of pupils make inadequate progress.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
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	3
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	4
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	4

Early Years Foundation Stage

Most children start school with skills at levels that are below those typical for their age, especially in some aspects of their language, communication and social development. They happily settle into school routines and quickly grow in confidence. Children make satisfactory progress in all aspects of their learning because teaching is satisfactory and sometimes good. They are well prepared for school life. A range of activities engages children's interest and encourages them to explore for themselves. They particularly enjoy role play, for instance as characters from fairy tales, racing drivers and shopkeepers. Emphasis is placed on developing children's early reading, writing and number skills and this is supported effectively by practical indoor activities. Limited use of the outdoor space reduces opportunities to develop children's physical skills and extend their experiences across all areas of learning. Relationships are good and children are safe and well cared for in a secure and welcoming environment. Welfare procedures meet current requirements. Leadership and management are satisfactory. Staff work together effectively and understand the need to plan more outdoor activities. There are good links with parents and carers, who are very supportive of their children's learning, both in school and at home.

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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

About a third of parents and carers responded to the questionnaire. Almost all were happy with the school's provision and all indicated that their children enjoyed school and were kept safe. A small number of parents and carers were concerned about how to support their children's learning. Inspectors endorse their concerns, and the issue of parents and carers supporting their children's learning is recognised by the school as a priority.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Oswaldtwistle Moor End 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 65 completed questionnaires by the end of the on-site inspection. In total, there are 192 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	35	54	30	46	0	0	0	0
The school keeps my child safe	42	65	23	35	0	0	0	0
The school informs me about my child's progress	28	43	34	52	3	5	0	0
My child is making enough progress at this school	34	52	29	45	2	3	0	0
The teaching is good at this school	33	51	31	48	1	2	0	0
The school helps me to support my child's learning	27	42	33	51	5	8	0	0
The school helps my child to have a healthy lifestyle	35	54	29	45	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)	27	42	28	43	5	8	0	0
The school meets my child's particular needs	32	49	30	46	2	3	0	0
The school deals effectively with unacceptable behaviour	25	38	34	52	3	5	0	0
The school takes account of my suggestions and concerns	32	49	28	43	3	5	0	0
The school is led and managed effectively	31	48	34	52	0	0	0	0
Overall, I am happy with my child's experience at this school	41	63	22	34	1	2	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



14 May 2010

Dear Pupils

Inspection of Oswaldtwistle Moor End Primary School, Accrington, BB5 3JG

Thank you for the warm welcome you gave to me and the other inspectors when we visited your school. I would particularly like to thank the pupils who met with us, as well as the pupils who took us on such an interesting tour of the school. You were all very polite and helpful. The school has worked successfully to help you to feel safe and to encourage you to become polite and thoughtful children.

We looked very carefully at your school and found that it is not as good as it should be. We have decided that it needs a 'notice to improve'. This means that another inspector will visit the school to see if things are improving quickly enough. We want all of you to achieve as well as you can so we have asked the school to do the following things.

- Make sure that all the teaching you receive is good enough to improve your progress and raise your attainment, particularly in English and for boys.
- Give you work that helps you enjoy learning and explain how well you are doing and how you can make your work even better.
- Make sure that all staff work together with leaders and managers to measure correctly how you are doing in your work so that they can accurately plan the next steps for you.

You all have a valuable part to play. I would like you all to help your teachers to improve your school and make it better for all of you.

We wish you every success for your future.

Yours sincerely

Mrs Marie Cordey

Lead Inspector

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