

Clayton Brook Primary School

Inspection report

Unique Reference Number	119331
Local Authority	Lancashire
Inspection number	339407
Inspection dates	16–17 November 2009
Reporting inspector	Michael Onyon

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	203
Appropriate authority	The governing body
Chair	Mr John Ion
Headteacher	Mrs Anne Smith
Date of previous school inspection	2 July 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited nine lessons, and held meetings with staff, groups of pupils, parents, governors and a representative of the local authority. They observed the school's work, and looked at teachers' lessons plans, documentation for safeguarding pupils, the analysis of pupils' progress and test results, the school's plans for future development and a range of policies. In addition, inspectors analysed 44 questionnaires returned by parents, 26 returned by staff and 92 completed by pupils.

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

- the impact of the school's work in improving pupils' progress, especially in writing and mathematics
- the quality of provision and the overall achievement of children within the Early Years Foundation Stage (Nursery and Reception)
- how effectively the outcomes of assessment are used to meet the learning needs of all pupils
- the school's perceived strengths in providing for pupils facing barriers to learning
- the capacity of leaders to bring about sustained improvement.

Information about the school

This is an average-sized primary school on the outskirts of Preston. Most pupils are White British with a small proportion from different ethnic backgrounds. No pupils are in the early stages of learning English as an additional language. The number of pupils eligible for a free school meal is well above average, as is the proportion of pupils who have special educational needs and/or disabilities. The school shares its site with the Clayton Brook Sure Start Children's Centre. The provision at the children's centre is inspected separately.

The school holds the Social and Emotional Aspects of Learning (SEAL) quality mark, the Leading Parent Partnerships and Healthy School awards and the Basic Skills Quality Mark.

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 with good features. It is a very caring school and provides considerable support for pupils who have emotional or learning difficulties and face considerable barriers to their learning. Safeguarding is good and the effective support pupils receive is underpinned by warm relationships between all staff and pupils. Consequently, pupils enjoy school, feel safe and behave well.

Since the last inspection there have been improvements in focusing upon the need to raise standards and accelerate pupils' achievement. This reflects the satisfactory ambition and drive that the senior leadership team provide. Through careful self-evaluation the school is aware of its strengths and areas for development and plans carefully to address these issues. There is a commitment to develop teaching through focused training and through analysing assessment outcomes with teachers, to drive the necessary improvement. This illustrates a satisfactory capacity to improve further.

Pupils' progress from a very low starting point is satisfactory, showing signs of brisk and secure improvement over the last year, especially in Key Stage 2. Standards are starting to rise, with an increase in the number of pupils reaching levels expected for their age. However, standards remain well below average at the end of Year 6. Pupils who have special educational needs and/or disabilities and those who join the school with very low previous attainment are supported well and make good progress. The school is overcoming previous underachievement through the rigorous analysis of assessment outcomes and supporting pupils' learning through well-focused interventions. A larger proportion of pupils are now working at above average levels, but the impact is not yet showing in the results of national tests. A satisfactory curriculum offers a thoughtful balance between teaching basic skills and planning opportunities for pupils to apply them in other subjects. Pupils' independent writing skills are underdeveloped and they lack confidence in applying number skills.

Teaching is satisfactory with examples of good practice. Most teachers use assessment information effectively to match work to pupils' ability, but this is not consistently the case and leads to some lessons lacking the necessary pace and challenge to sustain pupils' interest. In mathematics, pupils are not always given sufficiently clear guidance about what they need to do to improve their work. Opportunities are missed to encourage pupils to work independently and to engage them in setting targets for future improvement.

What does the school need to do to improve further?

- Accelerate pupils' progress, especially in writing and mathematics by:

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- raising standards in independent writing
- ensuring pupils become more confident in using their numeracy skills.
- Increase the proportion of consistently good teaching across the school by:
 - using assessment information more effectively to meet the needs of all pupils
 - ensuring the pace and challenge in lessons sustains pupils' interest
 - extending the use of target setting from writing to mathematics, so that pupils know how to improve their work.
- About 40% of the schools whose overall effectiveness is judged to satisfactory
- may receive a monitoring visit by an Ofsted inspector before the next section 5 inspection.

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

In most lessons pupils enjoy learning and are keen to extend their knowledge. They collaborate well in groups, as seen in a Year 6 lesson when they rose to the challenge of adding information to their sentences when writing about a chosen character. This was a demanding task for some pupils, but they persevered and produced good work. Where teaching is less effective, pupils do not sustain their concentration and find it difficult to work independently, particularly when writing. Pupils are more passive learners and complete tasks diligently, but with little enthusiasm and sometimes lacking confidence when applying their number skills. Lesson observations indicate that pupils with special educational needs and/or disabilities make good progress as a result of carefully planned support. When teaching assistants are well informed about the progress expected, the pupils do well. As a result of staffing turbulence, the older pupils have a backlog of underachievement to overcome, particularly in writing and numeracy. This is being resolved with better teaching. The school acts quickly to get help for those pupils facing particular barriers to their learning, working well with a range of learning support agencies. The work of the learning mentor is particularly effective in moving learning on and building pupils' confidence. Overall, pupils' achievement is satisfactory and improving quickly.

Pupils unanimously say they feel safe and recall important safety messages from visitors, for example, the 'Life Education' caravan. The collection of trophies on display shows the pupils' success in a range of sports. The school council has introduced a salad bar at lunchtimes, staffed by pupils, demonstrating awareness of the need to keep fit and healthy. Pupils enjoy being given responsibilities. Year 6 pupils carry out duties very maturely, for example, helping the younger children at play times, and this contributes to the friendly community atmosphere. Contribution to the wider community is satisfactory but less well developed. Although most families ensure that their children attend regularly, attendance is average, with the school working hard to secure improvement. Pupils demonstrate sound workplace skills that contribute to their future well-being. Spiritual, moral, social and cultural development is satisfactory. Pupils show a good understanding of how to respect and help others. As one pupil explained, 'We

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are all friends.' They learn about different faiths and traditions as a result of the school extending their awareness of life in a multicultural society.

These are the grades for pupils' outcomes

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	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
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?

The overall quality of teaching is satisfactory, with elements of good practice. Common strengths are that the good relationships between pupils and staff promote cooperation and good behaviour, and the effective deployment of the teaching assistants makes good use of their particular skills. The most effective lessons are based on clear plans, with pupils being told what they are expected to learn; a good pace is maintained with adults regularly checking progress. Well-targeted, open questions keep pupils of all abilities alert and fully involved. Pupils are encouraged to reflect on their progress and to consider how they might improve. Where teaching is less effective, teachers do not make full use of assessment information when planning lessons, resulting in pupils of all abilities being given similar tasks. This lack of challenge means that interest is not sustained and pupils do not all make the progress they are capable of. Learning targets are shared with pupils in writing which are helping to increase their rate of progress.

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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Such targets are not offered in mathematics and pupils are, therefore, not always aware of what they are aiming for in the subject.

The curriculum is satisfactory and mixes the direct teaching of skills with opportunities to use their skills across a range of subjects. Links between subjects are developing, but there are insufficient opportunities for pupils to write independently when studying subjects such as, history or geography. Information and communication technology supports learning effectively with interactive whiteboards used appropriately to illustrate topics. Several 'intervention' groups help pupils to catch up with their learning. This provides a good safety net for pupils not meeting expectations and is an important factor in their recently improved progress. Provision for gifted or talented pupils is appropriate. A sound range of additional clubs and activities is provided and older pupils talk enthusiastically about their residential visit where they experience new, exciting activities.

The school takes good care of its pupils and has tried and tested welfare systems in place. There is overwhelming agreement by pupils that, 'Adults in school care about me.' The breakfast club provides a good start to the day for many pupils. Staff secure specialist support, for example, from social, educational and medical agencies, to meet individual needs. Links with the Children's Centre and secondary schools ensure that pupils have a smooth induction into school and transition to the next phase of their learning. The buildings and grounds are secure and there is a safe handover of younger pupils to parents and carers at the end of the day.

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 senior leadership team now collects a wide range of information on teaching, the curriculum and pupils' progress. The use of this information to drive improvement is developing although occasionally is not rigorous enough. For example, the lack of challenge for some pupils, observed by leaders in a few lessons, has not been fully resolved and the needs of these pupils are not yet fully met. However, equality of opportunity is good, particularly for the pupils with special educational needs and/or disabilities, and the full integration of pupils with a range of difficulties is a real strength in the school. With the better use of information about pupils' progress and a shared understanding of expectations, gaps in attainment for older pupils are narrowing.

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The school involves parents in supporting their children's learning in many effective ways. Communications are good. Staff and the headteacher are available every morning as children arrive and parents welcome the opportunity to talk and raise any concerns. Links with other partners are satisfactory as seen in the partnership with the Children's Centre. Other links, especially with health providers, enables the school to provide well for pupils' welfare. The school invokes rigorous procedures to ensure pupils' safety. Staff are checked for suitability to work with children, child protection arrangements are in place, and all systems are effective.

The school promotes community cohesion satisfactorily. A range of activities link the school to the local community. The school is planning to extend its links to the wider community and globally. Governors play a suitable role in leading the school and have been involved in the development of the Children's Centre. They are aware of the school's strengths but have not been sufficiently challenging in the past to ensure that the school accelerates the pace of pupils' 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	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
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

Children's skills on entry to the Nursery and Reception classes are well below the levels typical for their age and are particularly weak in language and literacy, communication and mathematical skills. Their progress is satisfactory and, by the end of the Early Years Foundation Stage, children's attainment is still well below average. Personal and social development is a strength and children's good behaviour was very evident during the inspection.

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Children's progress is assessed appropriately and approaches are being applied consistently as staff acquire confidence in the use of assessment materials. Tasks are planned effectively to build on developing children's knowledge and skills. Rightly, there is considerable emphasis upon developing language and number skills and children enjoy their daily 'letters and sounds' sessions. There is a good balance between learning in short, focused sessions with an adult and those times when children choose their own activities. Improvements to the indoor accommodation mean that children have free access across both classrooms with a wide range of activities on offer in a bright, stimulating learning environment. The space available for children to play outside the classrooms is adequate in its extent and quality, and adults make the best possible use of the facilities.

Leadership and management of the Early Years Foundation Stage is satisfactory. Leaders have a realistic view of the strengths in provision and learning and what needs improving. Welfare arrangements are good and the building is secure. Good links with the children's centre, and parents and carers, help children to settle into school and transition arrangements into Key Stage 1 ensure good continuity of learning.

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

There were 44 responses to the inspection questionnaire. The responses were positive and supportive of the school although a small number expressed some concerns related to the progress of their child and how well they are prepared for the future. Nonetheless, many comments were extremely positive, including those about the way in which the school cares for and supports its pupils', that children are safe and enjoy school, there is good information about pupils' progress, teaching is good and the school is well led and managed. Inspectors agree with parents' overwhelmingly positive views. Evidence gathered by inspectors, illustrates the effective strategies used to improve the progress made by pupils and to prepare them well for the future. The school's strong caring ethos places an appropriate emphasis on the personal development of all pupils and accords with parents and carers almost unanimous view that they are happy with their child's experiences at the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Clayton Brook 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 inspector received 44 completed questionnaires by the end of the on-site inspection. In total, there are 203 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	75	10	23	1	2	0	0
The school keeps my child safe	34	77	10	23	0	0	0	0
The school informs me about my child's progress	31	70	11	25	1	2	0	0
My child is making enough progress at this school	31	70	9	20	4	9	0	0
The teaching is good at this school	33	75	11	25	0	0	0	0
The school helps me to support my child's learning	30	68	10	23	2	5	0	0
The school helps my child to have a healthy lifestyle	28	64	15	34	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)	29	66	10	23	3	7	0	0
The school meets my child's particular needs	30	68	9	20	2	5	0	0
The school deals effectively with unacceptable behaviour	30	68	13	30	1	2	0	0
The school takes account of my suggestions and concerns	30	68	11	25	2	5	1	2
The school is led and managed effectively	34	77	8	18	1	2	0	0
Overall, I am happy with my child's experience at this school	35	80	8	18	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 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.



18 November 2009

Dear Pupils

Inspection of Clayton Brook Primary School, Preston PR5 8HL

Thank you all so much for the friendly welcome you gave us when we inspected your school. We enjoyed our visit because of your friendliness and hospitality. We were impressed by the pride you show in your school and how much you enjoy the activities on offer.

You behave well and care for each other. It was good to see you all being so energetic at play and enjoying your 'wake and shake' sessions. We were also pleased to hear that the school teaches you how to keep safe. Clayton Brook provides a satisfactory education and is getting better.

To improve your school I have asked your headteacher and governors to help more of you make good progress especially in writing and mathematics by: giving you opportunities to write independently and to use your number skills effectively; to make all your lessons as good as the best by always giving you work with just the right amount of difficulty using the information about how well you are doing to help you to do even better and; giving you targets for your learning in mathematics, the same as those that help you improve in writing.

I am sure that you will continue to help especially by attending regularly and by making trying as hard as you can to be as good as you can possibly be. I wish you all the very best for the future.

Yours sincerely

Michael Onyon

Lead Inspector

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