

Duke Street Primary School

Inspection report

Unique Reference Number	119352
Local Authority	Lancashire
Inspection number	339417
Inspection dates	23–24 March 2010
Reporting inspector	Adrian Francis

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	244
Appropriate authority	The governing body
Chair	Mr Nigel West
Headteacher	Mr A Kidd
Date of previous school inspection	10 July 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 10 lessons, observed nine teachers and held meetings with governors, staff and groups of pupils. They observed the school's work and looked at a range of documentation including planning, tracking data, the school improvement plan, policies and procedures, and analysis of pupils' work. The inspectors scrutinised questionnaires returned by 47 parents and carers, 99 pupils and 14 staff.

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

- strategies used to raise standards across the school and to improve progress for identified groups of pupils
- the quality of teaching, in particular the way in which teaching raises standards in English
- the quality of the school's leadership of the care, guidance and support for pupils with a range of needs.

Information about the school

This is an average-sized primary school which draws its pupils from an urban area around the school. The proportion of pupils with special educational needs and/or disabilities is slightly higher than average, as is the proportion of pupils who are eligible for free school meals. Most pupils are from White British backgrounds. Early Years Foundation Stage provision is in the Reception class. The school roll has fallen over recent years but this is now changing, with a larger group of pupils in the Reception year and applications for places now being higher than in recent years. The school has received the Healthy Schools award and Activemark accreditation.

A separate Nursery school and a Children's Centre are situated on the same site but did not form part of this inspection. A report of the quality of that provision can be obtained on the Ofsted website.

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

Duke Street Primary School provides a satisfactory standard of education. Pupils make satisfactory progress overall and leave at the end of Year 6 with attainment that is broadly average. The progress made by pupils with special educational needs and/or disabilities is good. Children get off to a good start in the Early Years Foundation Stage, where all aspects of the provision are good. Elsewhere across the school, there are inconsistencies in the quality of teaching and in the use of assessment, including target-setting and marking. Pupils do not always know what they need to do to improve. Some weaknesses in teaching in parts of Key Stage 1 and in lower Key Stage 2 mean that pupils do not progress at the same rate here as they do in other parts of the school. In all lessons, good relationships between staff and pupils create a positive learning environment. As a result of more focused teaching and greater challenge for pupils in Years 5 and 6, their progress speeds up. However, the teaching in all year groups does not consistently use assessment to ensure that work is set at the right level in order to challenge those of different abilities. Sometimes, lessons fail to capture pupils' interest and enthusiasm. This leads to them making slower progress than children in the Reception class and their older peers.

Pupils mostly enjoy learning and behave satisfactorily, although some pupils are concerned with the level of boisterous play in the outside areas. They say that they usually feel safe at school and know about, and understand how to deal with, the main risks they might face. Pupils show a good understanding of the main ways to keep healthy and many take part in a range of clubs, such as athletics or dance. This welcoming school is placing an increasing emphasis on the development of nurturing for its pupils. All staff share this strong ethos and this leads to the good quality care, guidance and support that they provide for individuals. The vast majority of parents and carers are pleased with the school. As one parent put it, 'My child has been very happy at Duke Street School and I cannot give high enough praise.'

The leadership is thorough in its self-evaluation and collects much information about the school's performance to guide its planning. It has taken opportunities to enrich the satisfactory curriculum through interesting projects, themed weeks and effective partnerships, such as the good sporting links. It is now developing this further to ensure that the curriculum activities consistently interest and engage the different groups of pupils. With the strong support provided by the governing body, the school has satisfactory capacity to improve further.

What does the school need to do to improve further?

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- Improve the quality and consistency of teaching by:
 - improving the consistency of teachers' expectations and the level of challenge in all classes to match the current best practice in school
 - using the information gained when assessing and tracking pupils' progress to plan lessons so that work is more closely matched to individuals' needs.
- Improve pupils' achievement by:
 - ensuring that pupils know their targets and what they have to do to achieve them
 - providing consistent, structured comments to show pupils how to improve their work
 - providing time for pupils to respond regularly to teachers' comments
 - developing the curriculum further so that it consistently interests and engages all groups of pupils.
- 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' learning and progress are at least satisfactory and sometimes good. Discussions with pupils and scrutiny of their work, as well as observations of teaching, however, indicate that pupils could do better. Data held by the school support this and indicate that attainment for pupils in the current Year 6 is broadly average. Pupils with special educational needs and/or disabilities make good progress, mainly due to good leadership of these aspects of the school's work and an increasing focus on staff training in how best to support these pupils. Although pupils' progress is satisfactory overall, it is inconsistent; in some lessons and in some classes it is good. For example, in one Year 6 lesson where pupils made accelerated progress, they were encouraged to use a range of strategies to improve their writing. Working well in groups and independently, these pupils showed good concentration and understood the teacher's well-targeted guidance. They enjoyed the challenge and could explain how they would be successful in this lesson.

Pupils' awareness of healthy lifestyles and their contribution to the community are good. They make good choices about staying fit and healthy and take advantage of the wide range of opportunities to take part in sporting and other activities. They contribute well to the community through partnerships with other schools and organisations. Pupils regularly raise funds for local, national and international charities and are able to develop a sense of responsibility through taking on roles such as playground buddies. The school council is active in its work. Members have played a part in the development of the outdoor play areas and they have visited the Mayor's parlour to learn about local government. Pupils' awareness of spiritual, moral, social and cultural issues is satisfactory, suitably supported through the curriculum and specially planned events.

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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	3
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	3
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
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 quality of teaching overall is satisfactory. In the best lessons, teachers are able to pinpoint and address pupils' learning needs more effectively, the pace of learning is quicker and expectations of the pupils are higher. In these lessons, good use is made of technology such as interactive whiteboards to engage and motivate pupils in their learning. However, these aspects are not sufficiently consistent across classes. There are inconsistencies in the quality and effectiveness of teaching, including the use of assessment to support learning and the use of additional adults in classes. As a result of whole-school systems, teachers are becoming more aware of the progress the pupils are making, including those who need extra support to make up for lost ground over earlier years. However, these procedures are not yet fully embedded across the school and teachers do not consistently match tasks and activities in lessons to pupils' learning needs.

The curriculum supports pupils' personal development well. For example, information and communication technology lessons help pupils to develop an understanding of how to stay safe on the internet. Exciting opportunities, designed to capture pupils' interests

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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and enthusiasm, are being developed through the planned use of better links between subject areas in order to make learning more meaningful for the pupils. Some good examples of this already exist, such as the 'Wow Week' and the 'Cultural Diversity Week.' In some parts of the school, an over-reliance on schemes and published strategies means that work is not always accurately matched to the needs and abilities of all groups of pupils and does not always challenge them to achieve higher standards. There is a good range of extra-curricular activities which offer opportunities to extend pupils' involvement and learning.

Care, guidance and support are good. Staff support well individual pupils who have specific needs. The school's emphasis on developing its support for the social and emotional development of a number of its pupils enables these pupils to make good progress. The school's proactive approach and implementation of a range of strategies have been effective in raising attendance levels since the last inspection. A range of activities, particularly the many sporting opportunities offered as part of the extended provision, offer good guidance to pupils on how to make healthy lifestyle choices.

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 headteacher has a clear vision for the school. He is well supported by the deputy headteacher, other senior staff and an ambitious governing body. Together they satisfactorily communicate their ambition for the school. All staff and governors are committed to promoting equality and tackling discrimination, as demonstrated by the current strong focus placed on developing the nurture and support available for identified pupils. However, continuing inconsistencies in the quality and effectiveness of teaching are having an impact on pupils' progress. The good practice in some year groups is not consistently embedded across the school and, consequently, pupils' progress is satisfactory overall rather than good. While the school gathers large amounts of data, these are not always presented in a way that readily shows the progress made by groups of pupils or year groups, or informs clear targets for improvement. The governing body has a good understanding of the school's strengths and weaknesses, with individual governors offering specific areas of expertise. They have the capacity and the commitment to extend the role of critical friend even further in tackling weaknesses and supporting the school in its drive to improve.

The school engages well with parents and carers. There are opportunities for them to

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share in their children's learning and the celebration of it. A large number of parents and carers recently attended the Early Years Foundation Stage assembly that focused on the development of feelings for others. Effective partnerships with other schools and external agencies promote the learning and well-being of pupils. Safeguarding procedures are satisfactory; the administrative staff keep records meticulously and update them regularly. There are some opportunities to promote community cohesion through themed days linked to other parts of the world and visits to local places of worship. However, the promotion of community cohesion at a national and global level is at an early stage.

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	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
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

Children make consistently good progress in the Early Years Foundation Stage. When they start school their skills and abilities are generally below those expected for their age. The leadership of this part of the school has ensured consistently good teaching and learning opportunities for the children. This results in them showing very positive attitudes, good levels of enjoyment and a lively interest in their learning. By the time children enter Year 1, many have met the national expectations and the goals set for them. Good personal and social development comes about as children quickly learn to play happily together. The introduction of regular teaching of the links between letters and sounds is resulting in good levels of communication and language development. Although the new outdoor area is accessible to all children, the provision there does not yet offer as wide a range of opportunities as inside for them to extend their learning. Welfare is good, with members of the whole staff team working well together to provide

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a caring, secure and supportive context for children's learning. This leads to good progress in the children's personal development.

Good quality leadership and management are having a strong impact on the provision. The Early Years Foundation Stage leader has a very clear vision of what needs to be done to improve the unit further and has the determination to drive this forward. The recording and assessment system ensures that staff have a clear overview of next steps in children's learning and that provision is well matched to their individual needs. The resulting curriculum meets children's needs effectively.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The very large majority of parents and carers are very supportive of the school and the education it provides for their children. They say that their children are happy and enjoy coming to school and a number of parents and carers commented on their close relationship with the school. A very small minority expressed concerns about behaviour, although most parents and carers feel that the school keeps their children safe. The inspection team explored these comments and found that, generally, behaviour in and around the school is satisfactory and that the school deals appropriately with any incidents. The team did find, however, that supervision at some points of the school day could be closer. Often, parents and carers appear not to understand the reasons for courses of action taken by members of staff following incidents involving their children, although the school has sent communications to them explaining the changing nature of the school's approach and inviting them into school to discuss it.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Duke Street 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 47 completed questionnaires by the end of the on-site inspection. In total, there are 244 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	62	15	32	2	4	1	2
The school keeps my child safe	26	55	16	34	4	9	1	2
The school informs me about my child's progress	20	43	23	49	4	9	0	0
My child is making enough progress at this school	19	40	24	51	4	9	0	0
The teaching is good at this school	23	49	23	49	1	2	0	0
The school helps me to support my child's learning	17	36	27	57	3	6	0	0
The school helps my child to have a healthy lifestyle	24	51	18	38	4	9	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)	21	45	24	51	2	4	0	0
The school meets my child's particular needs	20	43	23	49	3	6	0	0
The school deals effectively with unacceptable behaviour	12	26	28	60	5	11	2	4
The school takes account of my suggestions and concerns	13	28	28	60	2	4	3	6
The school is led and managed effectively	20	43	24	51	2	4	1	2
Overall, I am happy with my child's experience at this school	22	47	21	45	4	9	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.



26 March 2010

Dear Pupils

Inspection of Duke Street Primary School, Chorley, PR7 3DU

I am writing to thank you for being friendly and helpful when the inspectors visited your school. I would particularly like to thank those of you who spoke with the inspectors and those who completed the questionnaire.

The purpose of our visit was to find out how well your school is doing. I can see that you like your teachers and many of you told us that you enjoy school and like being able to take part in lots of after-school activities. You feel that the teachers and other adults in school are caring and supportive of you. The staff and governors want you to do as well as you can. They know your personal development is good and understand they must improve the quality of some of the teaching and learning so that you can make faster progress and reach higher standards.

So what else does the school need to do to improve? I have asked your headteacher and teachers to make it clearer to you how you can improve your work. I have also asked the school to check more carefully how well you are doing so that the teachers can plan work to exactly match your learning needs. This will mean that the headteacher and other adults in school will know exactly how much progress you are making and what you need to do next to improve.

You can do your part in helping to do these things by listening carefully to your teachers, concentrating on your work, behaving well and being polite and helpful to each other.

Every good wish for the future

Yours sincerely

Adrian Francis

Lead inspector

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