

Colne Lord Street School

Inspection report

Unique Reference Number	119171
Local Authority	Lancashire
Inspection number	358508
Inspection dates	4–5 April 2011
Reporting inspector	Lynne Read

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	308
Appropriate authority	The governing body
Chair	Mr Michael Speak
Headteacher	Mr Gary McKeon
Date of previous school inspection	9 June 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 18 lessons and observed 14 teachers. They held meetings with members of the governing body, managers, staff, the School Improvement Partner and groups of pupils. They observed the school's work, and looked at pupils' workbooks, assessment records, school policies and school development plans. In total, 81 parental questionnaires were received, analysed and considered, alongside 92 questionnaires completed by the pupils and 22 by school staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether leaders and school development planning are improving progress and attainment at a sufficiently rigorous pace.
- Whether teaching and learning are promoting the best possible progress for all groups of pupils, especially in mathematics and writing.
- How well children in the Early Years Foundation Stage are learning and how well they are supported as they move onto their work in the infant classes.
- Whether there are any particular strengths in the pastoral care for pupils.

Information about the school

This school is larger in size than most primary schools. The proportion of pupils known to be eligible for free school meals is above the national average. Most pupils are of White British backgrounds. The proportion of pupils with special educational needs and/or disabilities is broadly in line with that seen nationally.

The school is accredited for its work through the Healthy School status and the Artsmark and Activemark Awards. Before- and after-school care clubs for pupils are offered on the premises and run by a voluntary committee. This provision is subject to a separate inspection and report.

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 school provides a satisfactory quality of education for its pupils. Provision and learning in the Early Years Foundation Stage are good and there are strengths in pastoral areas so the good care, guidance and support provided for pupils result in good personal development. Under the determined leadership of the headteacher and with support from the local authority, there has been a concerted effort to boost pupils' attainment and the school is improving rapidly. Pupils' progress has accelerated considerably and children now have a good start to their education in the Reception classes. Due to new measures introduced, attendance has risen from below to above average, behaviour is now good and the need for exclusion has been eliminated. Senior leaders have an accurate view of the school's performance and share a clear ambition for the future. The capacity for sustained improvement is satisfactory.

Throughout Key Stages 1 and 2 progress is satisfactory overall and there are increasing pockets of good progress, especially in Year 2 and for the older juniors, where expectations are high. Expectations and targets in the other age groups are not as consistently challenging, especially for the more-able. Attainment in reading is close to average and pupils are catching up quickly in mathematics. However, current attainment is low overall, especially in writing where some basic misunderstandings in areas such as grammar, punctuation and spelling are still evident. Teaching has a satisfactory impact on learning. The monitoring process provides leaders with an overview of teaching and learning but is not yet rigorous enough to ensure consistency across the classes. Some good and outstanding teaching meets pupils' needs especially well by including opportunities for practical and collaborative activity, as well as independent learning. However, managers do not provide sufficient opportunities for teachers to share these elements of good practice. Older pupils know precisely how they can improve their work but advice for other classes is too general and less helpful. The curriculum is satisfactory with some good features, such as the programme for personal and social education and a wide range of early morning and after-school clubs. The underachievement from previous years is being systematically eliminated due to a good range of intervention groups and personalised teaching.

Pupils derive many benefits to their learning and their well-being through good partnerships with other schools and agencies, and good links with parents.

Up to 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.

What does the school need to do to improve further?

- Improve attainment, especially in writing, and accelerate the rate of progress by:

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- – setting consistently challenging targets in all classes so that pupils, including the more-able, are stretched to the full
- – providing more opportunities for teachers to share their good practice in creating opportunities for practical activities and independent learning, to match pupils' needs
- – providing useful advice for pupils in all classes so they know precisely how to improve their work
- – developing a more rigorous approach to monitoring to ensure that teaching is consistently good and that improvements are having the intended impact on learning.

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

Boys and girls make equal progress and say they thoroughly enjoy learning. All age groups are keen to learn and the older juniors work very hard. Year 6 pupils, for example, used their skills in design and technology, and writing to produce some good quality reports. In one outstanding lesson, two teacher-led groups learned exceptionally well and produced a good standard of writing, while the other pupils worked independently to consolidate their learning in mathematics, science and English. Achievement is satisfactory for all groups of pupils and those with special educational needs and/or disabilities make sound progress.

When they enter the school, children's skills are below the range expected for their age. They make good progress and by the end of the Reception Year, their attainment is now average. This marks a good improvement on previous years when attainment was lower. Across both key stages progress is accelerating rapidly and pupils are increasingly meeting the targets their teachers set. Attainment at Year 2 is broadly average and much improved. In Key Stage 2 the legacy of underachievement is being systematically eradicated. However, as improvements are recent, the better learning has not yet had an impact on attainment, which remains low. Pupils learn to write in different styles and for various purposes and have a sound understanding of numbers. However, in some classes, they have too few opportunities to work and write independently in order to practise their skills and build up speed, accuracy and confidence.

Pupils are polite and considerate towards each other. Spiritual, moral and social development is especially good. Pupils' understanding of faiths and lifestyles that are different from their own is sound, although less secure. Pupils demonstrate a good understanding of healthy living and enjoy plenty of exercise. For example, older ones enjoy walking the Pendle Challenge' and all ages benefit from a wide variety of experiences provided through a Sports Partnership. Pupils assert that they feel safe and they have a good awareness of potential dangers. They contribute well to the school and wider community. The school council ensures that pupils' views are represented. The playground, for example, has been imaginatively developed at their request. Pupils contribute enthusiastically to events within the community. The school wind band and choir, for example, are noted for their performances within the locality and beyond. Attendance rates have improved considerably and are now above the national average. Pupils are soundly prepared for their future education and work because they make satisfactory progress and have good attitudes.

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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	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	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	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	2
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

There have been many improvements in teaching. These have resulted in better use of assessments in planning work, and higher expectations of what pupils can achieve. In some classes, however, these expectations are not consistently high enough, especially for the more-able pupils. Good relationships exist in classes and pupils say their teachers give them lots of help. Teaching assistants provide good support for groups in and out of class, and for one-to-one tuition. The purpose of lessons is made clear so that pupils know exactly what is expected of them. Some lessons include collaborative and practical activities as well as opportunities for independent learning. In these cases, pupils are often taught in small focused groups, where the work is tailored to their needs and progress is rapid. However, there are times when pupils of mixed abilities are taught together, for example in whole-class sessions when individual needs are not fully met and there are too few practical activities. Older juniors have plenty of time to embed their developing skills, knowledge and understanding but younger juniors have less time to work independently and secure their learning. Pupils in Years 5 and 6 have clear, individual advice on how to improve their writing but advice for the younger ones is too general and less helpful.

Opportunities for pupils to extend their skills in writing, mathematics, and information and communication technology are satisfactory and staff are currently engaged in developing these further. Good enhancements help to broaden pupils' experiences and horizons. For example, pupils have good opportunities to learn a musical instrument and a recent

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careers week gave them an insight into the world of work and raised their aspirations. Pupils also take advantage of a wide selection of after-school clubs and educational visits. Programmes of support are successful in boosting progress and an added emphasis on learning about letters and sounds is helping to improve reading and spelling, especially in Key Stage 1. The provision for gifted and talented pupils is in the early stages of development.

The school takes good care of its pupils and their welfare is at the heart of its work. Pupils are cocooned within this safe, nurturing environment. Good systems to deal with any incidents of bullying are established and pupils say that adults act swiftly to address any concerns or worries they express. Highly effective mentoring work provides therapy and counselling for pupils whose circumstances may make them vulnerable and support for families. The calm, supportive sessions in the comfortable mentoring room are popular, and especially effective in promoting pupils' self-esteem and social skills.

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 provides focused leadership and strong direction for the school. Aply supported by the senior leadership team, he has introduced many important improvements to teaching and assessment, the curriculum and the learning environment. Teamwork is good and staff share an ambitious agenda for success. Managers check on the quality of lessons but systems are not rigorous enough to eliminate inconsistencies between classes. Detailed assessment records enable staff to identify pupils who are not making the expected progress and actions are put in place to support their learning. This is a key factor underpinning pupils' improved progress. However, as improvements are recent it means that the full impact on standards has yet to emerge. Procedures and policies are consistently followed and the school gives satisfactory value for money.

Safeguarding procedures, including those for safe recruitment and child protection, meet requirements and are satisfactory. The school's equality policy is followed in practice and regularly evaluated to ensure that any barriers to learning are minimised. However, the school recognises that standards for some pupils are still too low. Community cohesion is satisfactory and ensures that the school community is harmonious. Links with communities further afield are developing. Parents and carers are well informed and are encouraged to get involved in their children's learning through a variety of school-run courses. Governors bring a good level of expertise to support the school's management and have a secure overview of safeguarding, standards and achievement. They are further developing their active role in monitoring and evaluating key policies and performance.

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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	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

Good induction procedures ensure that children settle quickly and their needs are accurately assessed. This good assessment continues through Reception and enables staff to provide effectively for the abilities of all children. As a result, children thoroughly enjoy their work and their play; their behaviour and personal skills are good.

Children's levels of skill on entry to the Reception classes are below those usually expected of the age group. Teaching is good. Lessons take account of children's interests in order to keep them well motivated and they include varied opportunities for children to choose their own activities and develop independence. For example, some children retold the story of the Bad Tempered Ladybird, using toys to portray the action, while others explored their world using computers, robot toys, a digital microscope and cameras. Children have interesting opportunities to learn outdoors and especially enjoy drawing large letter shapes on the ground to help develop their handwriting skills. Staff are currently developing the outdoor curriculum further so that it fully reflects the wide range of learning opportunities available indoors. Children make good progress, especially through an increased emphasis on communication, language and early reading and writing work. The majority are now working at the expected levels by the time they enter Year 1. Leadership and management are good and ensure good standards of welfare, as well as profitable partnerships with parents.

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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 parents and carers who responded to the questionnaire have positive views and the vast majority agree that their children's experience of school is a happy one. Quotes that reflect these opinions include: 'I am very pleased with every aspect of my child's education', and, 'I like the way hard work is recognised through merit certificates'. There are commendations for the good quality of care that caters for children's needs and helps them to be safe and healthy. Inspection findings endorse these views. Some parents and carers have concerns about behaviour. Leaders and governors feel that this may well be due to historical factors. Inspection finds that behaviour has improved and is now good and pupils' good attitudes in class allow learning to proceed at an appropriate pace.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Colne Lord Street 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 81 completed questionnaires by the end of the on-site inspection. In total, there are 308 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	46	39	48	4	5	0	0
The school keeps my child safe	40	49	39	48	0	0	1	1
My school informs me about my child's progress	21	26	55	68	5	6	0	0
My child is making enough progress at this school	31	38	48	59	0	0	1	1
The teaching is good at this school	34	42	45	56	1	1	0	0
The school helps me to support my child's learning	20	25	54	67	5	6	0	0
The school helps my child to have a healthy lifestyle	24	30	51	63	5	6	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)	19	23	56	69	2	2	0	0
The school meets my child's particular needs	27	33	49	60	3	4	1	1
The school deals effectively with unacceptable behaviour	19	23	46	57	12	15	2	2
The school takes account of my suggestions and concerns	16	20	53	65	8	10	0	0
The school is led and managed effectively	25	31	50	62	6	7	0	0
Overall, I am happy with my child's experience at this school	30	37	48	59	2	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 all 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



6 April 2011

Dear Pupils

Inspection of Colne Lord Street School, Colne, BB8 9AR

Thank you for the very warm welcome you gave us when we inspected your school. We thoroughly enjoyed our time with you and appreciated all the help you gave us.

Lord Street Primary is a happy and safe school. It provides you with a satisfactory standard of education and helps you to develop into well mannered and caring people. You get on well together and take good care of each other. Well done! Thank you to the pupils who filled in their questionnaire and those who chatted with us. It was good to hear comments such as, 'Teachers help you when you're stuck', and, 'This is a really exciting school'. You certainly enjoy the early morning and after- school clubs as well as your gardening work, music making and singing.

You are keen to learn and work hard. Your progress is improving well. In reading it is often good and it is getting better in mathematics and writing. However, we think it could be improved further so we have asked the adults in your school to:

- make sure that the work always stretches your skills and talents
- work together to share their good ideas about teaching and make lessons even better, especially by including more practical and independent activities that you enjoy so much
- provide good advice to help you all improve your work, just like the older ones have already.

In addition, we have asked your teachers to check lessons to make sure that all these improvements are working.

You can help by continuing to work hard and keeping up the improved attendance. Thank you once again for the interesting conversations we had. Please accept our best wishes for the future.

Yours sincerely

Lynne Read

Lead inspector

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